

Ginn & Heath's
LANGUAGE SERIES

Elementary
Lessons in English

Part First.

How to Speak and Write Correctly.

LIBRARY OF CONGRESS.

PE 1111
Chap. Copyright D.

Shelf N 586

UNITED STATES OF AMERICA.

Printed at the English Language

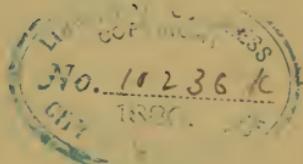
ELEMENTARY LESSONS IN ENGLISH FOR HOME AND SCHOOL USE.

*Printed
by W. D. Whitney*
By W. D. WHITNEY,

OF YALE COLLEGE,

AND

MRS. N. L. KNOX. *Heath*



BOSTON:
GINN AND HEATH.

1880.

PE1111
.W586

Copyright, 1879,
BY GINN AND HEATH.

UNIVERSITY PRESS:
JOHN WILSON AND SON, CAMBRIDGE.

TABLE OF CONTENTS.

PART I.

CHAPTER I. — Names, and how to write them.

	PAGE
LESSON I. Names of Persons, Places, and Things	1
II. How to write Names made up of Two or more Words	3
III. How to write Initials used instead of Names	5
REVIEW (Oral and Written)	7
HOW TO PRONOUNCE THE WORD <i>A.</i> (Exercise 4.)	8

CHAPTER II. — The Statement.

LESSON I. What the Statement is	10
II. About Writing the Statement	12
III. The Word <i>I</i>	14
IV. About Margins and Marks	16
V. <i>Is</i> and <i>Are</i> ; <i>Was</i> and <i>Were</i> ; <i>Has</i> and <i>Have</i>	18

CHAPTER III. — The Two Parts of a Statement.

LESSON I. Every Statement made up of Two Parts;—what each Part shows	23
II. What Words are used Instead of Names for the First Part of a Statement	24
REVIEW AND SUMMARY	27

CHAPTER IV. — More to Learn about Names.

LESSON I. Names of Materials	29
II. Names of Parts	30
III. Proper Names and Common Names	33
A REVIEW LESSON (Story)	37

CHAPTER V. — More to Learn about Statements.

LESSON	I. The Comma and <i>And</i>	40
	II. The Residence or Address	42

CHAPTER VI. — A, An, and The.

LESSON	I. When to use <i>A</i> and when to use <i>An</i>	47
	II. How to Pronounce <i>The</i>	50

CHAPTER VII. — More to Learn about Names.

LESSON	I. Names of One and of More than One ; — when <i>s</i> is added	52
	II. When <i>es</i> is added to a Name	53
	III. When <i>f</i> should be changed to <i>v</i> , and <i>es</i> added ; — also about such Names as <i>mouse</i> , <i>ox</i> , <i>deer</i> , and <i>scissors</i>	54
	IV. Vowels and Consonants	56
	When <i>y</i> is changed to <i>i</i> , and <i>es</i> added	57
	V. <i>A</i> or <i>An</i> , and <i>The</i> ; <i>This</i> and <i>These</i> ; <i>That</i> and <i>Those</i>	59
QUESTIONS FOR REVIEW (Oral and Written)	. . . . .	62
SUMMARY (Tabular View)	. . . . .	66

CHAPTER VIII. — The Inquiry.

LESSON	I. What an Inquiry is, and how it is written	67
	II. One Use of the Comma in an Inquiry	69

CHAPTER IX. — More to Learn about Names.

LESSON	I. How to write a Name that means but One, and denotes Possession	73
	II. How to write Names that Mean more than One, and denote Possession	74
	III. Words used Instead of Names to denote Possession	77

CHAPTER X. — Words that express Qualities.

LESSON	I. What Words are Quality-Words	79
	II. The Use of the Comma between Quality-Words	82

TABLE OF CONTENTS.

v

LESSON III. When to add <i>er</i> and when to prefix <i>more</i> to a Quality-Word	86
IV. When to add <i>est</i> and when to prefix <i>most</i> to a Quality-Word	89
V. About the Spelling of Quality-Words when <i>er</i> or <i>est</i> is added	92

CHAPTER XI. — *The Command.*

LESSON I. What the Command is, and how it should be written	. . . . . 95
II. One Use of the Comma in a Command	. . . . . 96

CHAPTER XII. — *Words that express Action.*

LESSON I. What an Action-Word is	. . . . . 99
II. How an Action-Word may be used	. . . . . 100
III. About adding <i>s</i> or <i>es</i> to Action-Words	. . . . . 103
QUESTIONS FOR REVIEW (Oral and Written)	. . . . . 107

CHAPTER XIII. — *Words that show How, When, or Where.*

LESSON I. Words that show <i>How</i> an Action is performed	. . . . . 110
II. Another Use of the Comma	. . . . . 112
III. Words that show <i>When</i> or <i>Where</i> an Action is performed	. . . . . 113

CHAPTER XIV. — *Emotion-Words and the Exclamation.*

LESSON I. Emotion-Words and the Exclamation-Point	. . . . . 116
II. The Exclamation, and how it should be written	. . . . . 117

CHAPTER XV. — *More to learn about Words.*

LESSON I. Compound Words and the Hyphen	. . . . . 120
II. Words which show Position or Relation	. . . . . 122
III. How to use correctly such Words as <i>nephew</i> , <i>niece</i> ; <i>Sir</i> , <i>Madam</i> ; <i>host</i> , <i>hostess</i>	. . . . . 124
IV. About the correct Use of certain Action-Words	. . . . . 125
REVIEW AND TEST EXERCISES	. . . . . 131
SUMMARY (continued from page 66)	. . . . . 134

CHAPTER XVI. — *Letter Writing.*

LESSON	I. The Parts of a Letter	137
	II. About Paragraphs and Margins	143
A. THE HEADING OF A LETTER.		
LESSON	I. The Items of the Heading	144
	II. The Capitals and Punctuation of the Heading	147
	III. The Position of the Heading	151
B. THE ADDRESS OF A LETTER.		
LESSON	I. The Items of the Address	154
	II. The Capitals and Punctuation of the Address	157
	III. The Position of the Address	160
C. THE BODY OF THE LETTER.		
LESSON	I. The Salutation. — Forms of Greeting	163
	II. The Capitals and Punctuation of the Greeting	165
	III. The Position of the Salutation	167
	IV. More about the Body of the Letter	169
D. THE SUBSCRIPTION.		
LESSON	I. Items of the Subscription. — Forms of Subscription	172
	II. The Capitals and Punctuation of the Subscription	176
E. THE SUPERSCRIPTION.		
LESSON	I. Items of the Superscription. — Forms of Superscription	178
	II. The Position of the Superscription	181
<hr/>		
APPENDIX TO PART I.		
ABBREVIATIONS		184
A KEY TO THE DICTIONARY		187
WORDS TO SPELL AND USE CORRECTLY		190

PART FIRST.

HOW TO SPEAK AND WRITE CORRECTLY.

CHAPTER I.

NAMES, AND HOW TO WRITE THEM.

LESSON I.

Preceded by oral lessons indicated in Teacher's Edition.

1. Tell me the names of three persons ; as, Frank, Mary.
2. Tell me the names of three places ; as, New York, America.
3. Tell me the names of four things in the school-room ; as, table, inkstand.
4. Tell me the names of two things seen at home ; as, bed, plate.
5. Mention the names of two things seen in the sky ; as, sun.
6. Mention the names of two animals.
7. Speak the names of two plants.
8. Tell me the names of two things which you would like to have.

Some words are the names of persons.

Some words are the names of places.

Some words are the names of things.*

* Paragraphs printed in this type throughout the book are designed to sum up, and preserve for review, salient points of the preceding oral lesson. Pupils who were absent when the oral lesson was given may be required to state the substance of these paragraphs ; for others, it will be sufficient to have them read aloud in the class.

9. Read these words : —

Susan	slate	London	Detroit
star	ball	window	pencil
icicle	George	blackboard	dog
house	sheep	clock	Edith
Chicago	sled	Hartford	Albert

Development Questions. — (a.) How many of these words are names ? (b.) Tell of what each is the name. (c.) Copy the words that are the names of persons. Read them from your slate. (d.) Copy the words that are the names of places. Read them from your slate.

(e.) What is the first letter of the word Susan ? What kind of a letter is it ?

(f.) Read the next word in the list that begins with a capital. Of what is this word the name ?

(g.) Read any other words in the list that are the names of persons or places, and look at the first letter of each word.

I. The first letter of a word that is the name of a person should be a capital letter ; as, Frank, Alice, Charles.*

II. The first letter of a word that is the name of a place should be a capital letter ; as, Denver, Troy, Bangor.

HOME TASK.

1. Find in a book five words that are the names of persons ; look at the first letter of each word ; copy the names.
2. Find in a book five words that are the names of places ; look at the first letter of each word ; copy the names.
3. Learn I. and II.

EXERCISE 1.

1. Write your name.
2. Write the name of the place in which you live.

* Paragraphs noted by Roman numerals should be committed to memory.

3. Write four words that are the names of things.
4. Write the name of the State in which you live.
5. Write the name of a place which you would like to see.
6. Find a picture in your Reader, and write the names of three things seen in the picture.
7. Copy two names of persons.

EXERCISE 2. — (*Dictation.*)

LESSON II.

Preceded by dictation exercise and oral lesson indicated in Teacher's Edition.

Tell which of these are full names :—

Tom,	Maggie,
Thomas Arnold.	Margaret Fuller.
Charlie,	
Charles Francis Adams.	

When asked your name, give your full name.

*Always speak and write your name so plainly that it cannot be misunderstood.**

1. The last name, or family name, is called the *Surname*; the name given to each child is called the given name or *Christian Name*: the *Full Name* is made up of both the *Christian Name* and the *Surname*.
2. The Christian name may be one name, or two names, or more than two; as, *Charles Dickens*, *John Quincy Adams*, *George Henry Allison Smith*.

* Paragraphs printed in this type are designed to preserve, for reference and study, matters that have been taught orally. While the pupil need not recite them verbatim, he should be able to state clearly, and to make a daily use or application of, what is taught in them.

III. Every name that is a part of the name of a person should begin with a capital letter; thus, George Alfred Flint, not, George alfred flint.

IV. When the name of a place is made up of two words, the first letter of each word should be a capital; as, New York, South Carolina, British America, Little Rock.

HOME TASK.

1. Learn to write your full name.
2. Learn to write the name of your country.

EXERCISE 1.

1. Write your full name.
2. Draw one line under your Christian name and two lines under your surname.
3. Write the names of five objects that you saw on your way to school.
4. Write your teacher's surname.
5. Write the name of the country in which you live.
6. Copy I. and II. in Lesson I., and III. and IV. in Lesson II.

A. *This ≡ shows that the letter under which it is drawn should have been a capital; thus, ≡ richmond, ≡ cincinnati, ≡ margaret.*

B. *When this / is drawn through a letter, and l. c. (lower case) is placed in the margin, it shows that the capital used should have been a small letter; thus, l. c. The /book is on the /table.*

EXERCISE 2.—(Dictation.)

LESSON III.

INITIALS.

Preceded by oral exercise indicated in Teacher's Edition.

1. Mention the first letter of each of these words :—

boy	window	queen	box	George
Hudson	Charles	island	Mary	fan

2. What is the first letter of a word called ?

The first letter of a word is called its *initial*, or initial letter.

3. Give the initials of each of these full names :—

James Monroe. John Jacob Astor. William Harvey.

Sometimes the initials are used instead of the name of a person; as,
H. H. for Helen Hunt.*

Very often the surname is written and the initials only of the Christian
name are used; as, D. C. Eliot, M. Clark.

Quite as often the surname and the first name are written, while the
initial only of the middle name is used; as, Lydia M. Child.

- V. When an initial letter is used instead of a name of a person,
it should be a capital, and a period [.] should be placed
after it; thus, John G. Saxe, J. G. Saxe, J. G. S.†

When the name of a place is made up of two words, the initials are
sometimes used instead of the name; as, N. Y. for New York; R. I.
for Rhode Island.

* See note, page 1.

† See note, page 2.

VI. When the initials of the name of a place are used instead of the name, they should be capital letters, and a period should be placed after each ; thus, U. S. for United States.

4. Mention another use of the period.

VII. When the name of a person is written alone, on a card or slate, in a book or on a sign, or at the close of a letter, it should be followed by a period ; as, Rufus Grant.

EXERCISE 1.

Write each of these names correctly :—

John f. Ellis	north america	h. b. Hudson
J e. Clark	Trenton, N J	T. E. brown
charles Upton	Albany, n y	C E Wagner

 Oral and blackboard criticism.

NOTE. — *In reading from your slate, or in dictating what is to be written on the blackboard, when you come to a capital or period, mention it; thus, “T. E. Brown, Capital T. (period), capital E. (period), capital B-r-o-w-n, Brown.”*

HOME TASK.

1. Write your full name.
2. Write your initials.
3. Write your surname, and use before it the initials of your Christian name.
4. Write the initials of the name of your country.
5. Write your name as you would write it on a card or in a book.

EXERCISE 2. — (*Review.*)**A. — ORAL.**

1. Speak two words that are the names of objects.
2. Name (a) an object that is round; (b) one that is heavy; (c) one that is made of wood; (d) one that can talk; (e) one that can sing; (f) one that can swim; (g) one that grows, but cannot move from place to place.
3. Read these words, and tell of what each is the name:—

Saint Louis

tree

Fanny

4. Speak the name of,—
a village, a city, a state, a country.
5. How should a word that is the name of a person or place be written?
6. How should you always speak and write your own name?
7. Mention the *full name* of some person. What is the last or family name called? The given name?
8. What is the first letter of a word called?
9. Tell two things about an initial letter that is used for the name of a person or place.
10. Tell one thing about,—
a bird, a picture of a bird, the word bird.

B. — WRITTEN.

1. Write a word that is a name,—
of a place, of a person, of a thing.
2. Write your full name.

3. Write the names of the place, State, and country in which you live.
4. Write the initials of your name.
5. Copy these words, and use the marks that will show how they should have been written:—

new York emma a Box and A cap

EXERCISE 3.

Pronounce, spell, write, and use correctly,—

1. The names of things in the school-room.
2. The names of five things seen at home.
3. The names of things that you wear.
4. The names of things seen on your way to school.
5. The names of domestic animals.
6. Five words that are the names of tools.
7. The names of things in which people ride.
8. The names of things good to eat.
9. A name of,—
a flower, a bird, a mineral, a tree, a vegetable,
a fruit, a fish, an insect, a nut, a reptile.
10. The names that you can find in Lesson III. of your Reader.

EXERCISE 4.

1. Read these words:—

a all an the

2. How should the word *a* be pronounced?

When the word *a* is used alone, or when we speak of it, it is called *ā*; thus, I said *ā* book, not *her* book. The word *ā* means one.

3. How many books are meant by *a book*?

When the word *a* (meaning one) is used before another word, it should be spoken as if it were a part of that word; thus, a cross, as across; a part, as apart.

4. Read for practice:—

arise	along	above	apart	among
a ride	a lawn	a bud	a park	a month
a rule	a lark	a book	a plume	a mine
a race	a lute	a bird	a pencil	a mule
aloud,	a loud voice;	along,	a long journey;	
around,	a round piece;	across,	a cross dog;	
afar,	a far country;	abroad,	a broad street.	

5. Mention one thing that you have seen whose name begins with *b, c, d, f, g, j, k, l, m, n, p, q, r, s, t, v, or w*, and speak the word *a* before its name.

CAUTION. — *When you read, do not forget to pronounce a (used to mean one) as if it were the first syllable of the following word.*

CHAPTER II.

THE STATEMENT.



LESSON I.

WHAT THE STATEMENT IS.

Preceded by oral lessons indicated in Teacher's Edition.

1. Name an object in the room, and say something about it;
as, The clock ticks.
2. Tell me something about,—
a mouse, leaves, a tree, a horse.

To state means *to say* or *to tell*.

3. State something about,—

the sky, your hat, the windows, an axe.

Development Questions. — (a.) When we state anything, what do we use? (b.) How many words do we use? (c.) What may we call several words spoken or written together, or one after the other?

We speak of several children playing together as a group of children.

Islands near together in the sea are called a group of islands.

Words spoken or written one after the other may be called a *group of words*.

4. What is a statement?

I. A group of words that states something is a statement.

5. Make a statement about,—

a bird, chalk, your pencil, water.

EXERCISE 1.—(Oral.)

To make a statement, one must have something to talk about, and know something to say about it.

Before you begin to speak, think just what you will say, and try to say it in the best way.

Make a statement about,—

the sun, an egg, apples, a cow, the blackboard,
flowers, snow, grass, a city, a person.

EXERCISE 2.

A group of words that does not state anything is not a statement; thus, Were you ill? squirrels running; the girl in the field.

Read these groups of words, and copy every group that is a statement:—

1. The walls are made of stone.
2. Beasts, birds, and fishes.
3. Washington is the capital of the United States.
4. Large books in the window.
5. Did you come late?
6. Alice has a slate.
7. A word that is a name.
8. My sled is painted green.
9. Roses grow in the garden.
10. Are always happy.

Draw a line under the words in the statements that are names. Tell of what each is the name.

LESSON II.

ABOUT WRITING A STATEMENT.

See Teacher's Edition.

Development Questions. — 1. Take your Reader: find two short statements on one page.

2. Look at the mark of punctuation at the close of each statement. Look at the first letter of each statement.

3. With *what kind* of a letter does each statement begin? What mark is placed after each statement?

4. How should a statement be written?

II. The first letter of a statement should be a capital. A period should be placed at the close of a statement.

EXERCISE 1.

1. Copy two short statements from your Reader.
2. Write a statement about a person.
3. Write a statement about a place.
4. Write a statement about a thing.
5. Write the initials of these names: George Washington, Mary Ann Leonard, New Mexico, New Brunswick.

Look over your work and be sure,—

- (a) That each group of words *is* a statement,
- (b) That you have used a capital wherever one was needed,
- (c) That you have placed a period wherever one should have been used,
- (d) That no words are misspelled,
- (e) That you have not used a capital or period where none was needed.

 Slates exchanged.

EXERCISE 2.

This — is called *a dash*. A dash is sometimes used to show that words are left out. The — is read “blank.”

1. Read and copy this exercise, using a name of a person or place wherever there is a —:—
 - (a) — is a large city.
 - (b) — is the queen of —.
 - (c) Our country is called the —.
 - (d) — sits near me in school.
 - (e) — is the capital of —.
2. Read from your slate a group of words that is a statement.
3. Copy I. and II., Chapter II.
4. Read from your slate a word that begins with a capital, and tell why the capital was used.
5. Write your name, as plainly as you can.

A name is written plainly when every letter in it would be known if looked at by itself.

EXERCISE 3. — (*Oral.*)

Always choose words for your statements that are pleasant to hear and will tell just what you mean. Speak every word distinctly and correctly.

Make a statement about a

flower,	mineral,	tree,	vegetable,	person,
fruit,	fish,	insect,	nut,	place.

EXERCISE 4. — (*Blackboard.*)

See Teacher's Edition.

EXERCISE 5.

1. Write five statements.
2. Draw one line under the words in each statement that show *about what the statement is made*.
3. Draw two lines under the words which show *what is stated* in each statement.

EXAMPLE : A little bluebird sat in the tree.

LESSON III.**THE WORD *I*.**

Development Questions. — 1. Make a statement about yourself.
2. What word shows that you are stating something about yourself? Write that word on the blackboard.
3. Use your name in the statement instead of the word *I*. Do we use our names in speaking of ourselves?
4. What word would you use, instead of your name, to show that a statement is made about yourself?

III. The word *I*, used instead of the name of a person, should be a capital letter.

EXERCISE 1.

Use the word *I* instead of your name, and tell, in five short statements, —

- (a) One thing that you saw this morning,
- (b) One thing that you did Saturday,
- (c) One thing that you like,

- (d) One thing that you see every day,
- (e) Where you went yesterday.

Write the five statements.

CAUTION. — *In making a statement about yourself and some one else, mention yourself last; thus, Frank and I will go,— not, I and Frank will go.*

EXERCISE 2.

1. Write a statement about,—

- (a) Yourself and a playmate,
- (b) Something in your desk,
- (c) A place that you have seen,
- (d) A person of whom you have read,
- (e) Something found in the sea.

2. In each statement, draw a line under the words which show about what the statement is made.

3. Draw two lines under the words which show what is stated in each statement.

4. Make a list of the words that are names in your statements.

5. Write the word used instead of your name.

EXERCISE 3. — (*Oral.*)

A PICTURE LESSON.

For plan of conducting, see Teacher's Edition.

EXERCISE 4.

1. Write the names of the things seen in the picture about which you had a lesson.
2. Write five statements about things seen in the picture.

3. In each statement, draw one line under the words which show about what the statement is made.
4. Draw two lines under the words which show what is stated in each statement.
5. Write your name and the names of the place and State in which you live.
6. See,—
 - (a) That every statement begins with a capital and ends with a period,
 - (b) That every word is spelled correctly,
 - (c) That no capital or period has been used where none was needed.

 Slates Exchanged.



LESSON IV.

ABOUT MARGINS AND MARKS.*

Preceded by oral instruction and practice.

What is a margin?

The space left on any side of what is printed or written on a page is called *a margin*.

1. When you write an exercise, leave a margin on each side as straight and wide as the margins in your book.
2. When you have an exercise to correct, if a mistake be found in the first half of a line, place the correction in the left margin. If a mistake be found in the latter half of a line, the correction should be placed in the right margin.

Read A and B, page 4.

* For study and reference. See notes, pages 1 and 3.

C. This ^ is called a cā-ret. The caret is used to show that a letter, or word, or mark, has been omitted; thus,

m/ ./ Thopson ; H B. Finch ; a very boy. tall/
 ^ ^ ^
 Pronounce, spell, write, and use correctly,—
 cāret, carrot, carats.

D. This / drawn through a letter shows that
 o/ it is wrong ; thus, wag&n ; an&d ; Amerika. n/ c/

E. The word dēle [dē-le] means strike out or erase. When a letter, or word, or mark, that is not needed, has been used, draw a line through it and write in the margin the letter δ (the initial of the word dēle) ; thus, wag&on ; sto&re ; δ/ δ/
 δ/ Albert& Finch ; a glass glass box.* δ/

3. Draw a short oblique line after every correction made in the margin. Place the marks of correction in the order in which the mistakes occur.

EXERCISE. — (Review.)

For plan of conducting, see Teacher's Edition.

* The word *dēle* is a *Roman* or *Latin* word. The letter δ is the Greek *d*. If we should use the Roman *d* in the margin, one could not tell whether the letter marked was to be struck out or changed to a *d*.

LESSON V.

IS AND ARE; WAS AND WERE; HAS AND HAVE.***IS AND ARE.***

Sarah is going.

Rachel is going.

Sarah and Rachel are going.

Albany is in New York. Syracuse is in New York.

Albany and Syracuse are in New York.

The book is on my desk. Our table is made of wood.

The books are on my desk. Tables are made of wood.

Development Exercise.—1. Read one of the above statements and tell *about what* it is made. 2. Tell whether it is made about *one or more than one* person, or place, or thing. 3. Copy the statements that are made about *one* person, or place, or thing. 4. Read them from your slate ; tell whether the word *is* or the word *are* is used in each of them.

When may we use the word *is* ?

IV. When we make a statement about *one* person, or place, or thing, we may use *is*.

5. Read the statements in which the word *are* is used, and tell of how many persons, or places, or things each statement is made.

When should we use the word *are* ?

V. When we make a statement about *more than one* person, or place, or thing, we should use *are*.

6. Make a statement in which you use the word *is*, and tell of what the statement is made.

7. Change the statement so that it will be correct to use the word *are*.

EXERCISE 1. — (*Oral.*)

Fill the blanks in this exercise with *is* or *are* :—

1. Gold —— heavy and yellow.
2. Those apples —— ripe.
3. The boy —— whistling a tune.
4. Birds —— singing in the trees.
5. London and Paris —— large cities.
6. Mary and I —— going to school.
7. Julia and Emily —— older than Jane.
8. That pencil —— made of wood and lead.
9. This pane of glass —— broken.
10. We —— ready to write.

EXERCISE 2.

1. Write two statements in which you use the word *is*.
2. Write three statements in which you use the word *are*.
3. Write a statement about yourself.
4. Write your name, and the name of the place, and the name of the State in which you live.
5. Write the initials of the name of your country.

 Slates exchanged.

WAS AND *WERE*.

1. Read these statements: tell *about what* each of them is made, and whether *was* or *were* is used :—

The apple was ripe.	Julia was older than Jane.
The apples were ripe.	Emily was older than Jane.
Julia and Emily were older than Jane.	

2. Tell whether each statement is made about *one* or *more than one* person or thing.
3. Tell whether *was* or *were* is used in the statements made about *more than one*.

4. When may we use the word *was*?

VI. When we make a statement about *one* person, or place, or thing, we may use the word *was*.

5. When should we use *were*?

VII. When we make a statement about *more than one* person, or place, or thing, we should use *were*.

EXERCISE 3.—(Oral.)

1. Fill the blanks in Exercise 1 with *was* or *were*.
2. Tell why you use *was* or *were* in each case.
3. Copy V. and VI., Lesson V.

EXERCISE 4.

1. Write,—

- (a) two statements in which you use the word *is*,
- (b) two statements in which you use the word *are*,
- (c) two statements in which you use the word *was*,
- (d) two statements in which you use the word *were*.

2. In each statement, draw a line under the word, or words, which show about what the statement is made.
3. In each statement, draw two lines under the word, or words, which show what is stated.

 Oral criticism.

HAS AND HAVE.

1. Read these statements:—

My knife has a handle. Knives have handles.

Jessie has been to school. Maurice has been to school.

Jessie and Maurice have been to school.

Portland has a fine harbor. New York has a fine harbor.

Portland and New York have fine harbors.

2. Tell *about what* each statement is made; tell whether it states about *one or more than one* person, place, or thing.
3. Tell whether *has* or *have* is used to state of *more than one*.
4. When may we use the word *has*?

VIII. When we make a statement about *one* person, or place, or thing, we may use *has*.

5. When should we use *have*?

IX. When we make a statement about *more than one* person, or place, or thing, we should use *have*.

6. Make a statement in which you use the word *have*; tell why you would not use *has* in that statement.

EXERCISE 5.

1. Write three statements in which you use the word *have*.
2. Write two statements in which you use the word *has*.
3. Draw a line under the word, or words, which show about what each statement is made.
4. Copy VIII. and IX., Lesson V.

EXERCISE 6.

Use *is* or *are*; *was* or *were*; *has* or *have*; to make correct statements about,—

1. An old man —.	5. The wheel —.
2. Many beautiful flowers —.	6. My friend and I —.
3. A boy and a dog —.	7. Coal —.
4. Several books —.	8. A carriage —.

EXERCISE 7.

1. Fill the blanks with words which show who or what,—

- (a) —— are very tall.
- (b) —— is found in the sea.
- (c) —— were made of wood.
- (d) —— was seen in the sky.
- (e) —— have been found.
- (f) —— has been absent.
- (g) —— were in bloom.
- (h) —— is the capital of the United States.
- (i) —— are looking for shells.
- (j) —— were standing by the window.

2. Read the statements that are made about one person, or place, or thing.
3. What words do we use to state about *one* person, or place, or thing ?

X. Is, was, or has states of *one* person, place, or thing.

4. Of what do *are*, *were*, and *have* state ?

XI. Are, were, and have state of *more than one* person, or place, or thing.*

5. Draw a line under every word that is a name in your statements.
6. Mention any word which you have used instead of a name.

EXERCISE 8.

Pronounce and use correctly :—

of,	can,	since,	and,	apron,
for,	get,	just,	have,	iron,
far,	was,	again,	where,	only,
from,	has,	often,	pretty,	water.

* See Caution, page 25.

CHAPTER III.

THE TWO PARTS OF A STATEMENT.

LESSON I.

Boys | play ball. An owl | hoots.

Carlo and Fido | are old friends.

A large green book | was in the window.

1. Tell *about what* each of the above statements is made.
2. Tell what is stated about,—
boys, an owl, Carlo and Fido, a large green book.
3. Of how many parts is every statement made up?

I. Every statement is made up of two parts.

4. What is the first part of a statement?

II. The word or words which show *about what* the statement is made are the first part of a statement.

What is the second part of a statement?

III. The word or words which show what is stated are the second part of a statement.

EXERCISE 1.

1. Write five statements and draw a short vertical line between the two parts of each statement.

EXAMPLES.— Margaret | made a picture.

The butterfly and the bees | were in the
garden.

2. Copy I., II., and III.

EXERCISE 2. — (*Oral and Blackboard.*)

1. Use *is*, or *was*, or *has*, in a statement about,—
a boy, a baby, a lady, a sponge, your class.
2. Use *are*, or *were*, or *have*, in a statement about,—
trees, some sailors, Brooklyn and Liverpool,
sponges, your class, flies, wasps, and bees.
3. Write those statements, and draw a short vertical line
between the first and second parts of each statement.

LESSON II.

Preceded by oral lesson indicated in Teacher's Edition.

- (a) Baltimore | is in Maryland. (b) It | is a large city.
- (a) John | is a tall boy.
- (b) He | is taller than Alfred.
- (a) Trees | have roots, trunks, leaves, and branches.
- (b) They | need moisture and sunshine.
- (a) Julia Howe | sits by me.
- (b) She | is writing. (b) She | has a large slate.

Development Questions. — 1. Read the first part of each statement.
 2. What does the first part of a statement show? 3. How many words may
 be used in the first part of a statement? 4. Give an example of a statement
 that has several words in its first part. 5. Read the statements marked (a);

tell of how many words the first part of each is composed; tell what kind of words *Baltimore*, *John*, *trees*, and *Julia Howe* are. 6. Read the statements marked (b), and tell how many words are in the first part of each. Tell what the words *it*, *he*, *they*, and *she* mean in those statements, and *instead of what* each is used. 7. Make a statement that has, (a) one word for its first part; (b) two or more words for its first part; (c) neither a name nor a word used instead of a name in its first part.

Since the first part of a statement shows about what the statement is made, the name of what is talked about, or a word used instead of its name, must be in the first part of every statement.

IV. The first part of a statement may be one word or more than one; as, Trees | have leaves in summer. The evergreen trees | have leaves throughout the year.

V. A name, or a word used instead of a name, may be the first part of a statement.

EXERCISE 1.—(Oral.)

1. Instead of what names are the words *I* and *you* used?

CAUTION.—*In making a statement about yourself, use have instead of has with the word I. Use are, were, and have with the word you, whether it mean one or more than one.*

2. Use each of these words as the first part of a statement:—

I, it, we, he, they, she, you.

3. Tell instead of what name each was used.

4. Which of them would you use instead of the name in speaking of,—

a man, yourself, a slate, soldiers,
a woman, some trees, yourself and friends.

EXERCISE 2.

The first time that you mention an object, you should use the name; afterwards, you may use another word instead of the name; thus,—

The birds are building their nests.
They have been busy all day.
They use straw and threads and moss.

1. Write two statements about a farmer.
2. Write three statements about one place.
3. Write two statements about one thing.
4. Write a statement about yourself.
5. Write two statements about a seamstress.

EXERCISE 3.—(Oral.)

Fill the blanks, in the following, with words that will make correct statements of them:—

The —— is in bloom.	I saw —— on the street.
—— is a beautiful flower.	—— were talking.
—— is very fragrant.	—— were laughing.
William came last night.	—— were going to dinner.
—— is my brother.	Amelia has gone to London.
—— is in the army.	—— has been very ill.
—— brought his sword home.	—— will travel this year.
Our class is large.	—— writes home often.
—— study our lessons.	You can play with me.
—— play at recess.	—— need not go.
	—— may use my slate.

Write a list of the words that we may use instead of names to show about what a statement is made.

EXERCISE 4.—(Oral.)

See Teacher's Edition.

EXERCISE 5.

Write a statement in which you use correctly,—

is,	was,	has,	I,	caret,
have,	were,	are,	eye,	carrot.

REVIEW AND SUMMARY.**I. ORAL.**

1. Mention the name of,—
a thing, a place, a person.
2. What have you learned about the first letter of a word
that is the name of a person or place?
3. Of what is the full name of a person made up?
4. What is the first letter of a word called?
5. Tell two things that you have learned about writing the
initial letter of the name of a person or place.
6. Name these marks :—
• — ^
7. Tell the use of each of these marks :—
≡ l. c. δ ^ — • /
8. What is a margin?
9. What is a statement? How should a statement be
written?
10. Tell how many parts every statement has. What does
each part show?

11. What word shows that the speaker is stating something about himself? How should it be written?
12. When may we use *is*, *was*, or *has*? When may we use *are*, *were*, or *have*?

THINGS TO REMEMBER.

- I. A word may be the name of

1. a person,
2. a place,
3. a thing.
- II. A word may be used instead of a name.
- III. A capital should be used for,—
 1. The first letter of a word that is the name of a person or place,
 2. An initial used for the name of a person or place,
 3. The word *I* used instead of a name,
 4. The first letter of a statement.
- IV. A period should be placed after,—
 1. A statement,
 2. A name standing alone,
 3. An initial used for a name.

II. WRITTEN.

Write a statement,—

1. In which you use the word *I* and the name of a place.
2. That is made up of two words.
3. In which you use the full name of a person.
4. In which a word used instead of a name is the first part of the statement.
5. In which you state something about *more than one* person, or place, or thing.

CHAPTER IV.

MORE TO LEARN ABOUT NAMES.



LESSON I.

NAMES OF MATERIALS.

1. Name an object in the room, and tell of what it is made.
Name any other object made of the same.
2. Tell of what these things are made:—

a bottle, shoes, a house, a stove, the door,
a pencil, buttons, a knife, a lock, the ceiling,
hats, jewelry, money, windows, dresses.

That of which anything is made is called *its material*.

3. Look around the room and mention the different materials that you see.
- I. A word may be the name of a material; as, *wood, glass, paper*.

HOME TASK.

Make as long a list as you can of names of materials that you see at home.

Learn to pronounce, spell, write, and use correctly, the names of all the materials that you can see in a shop, in a store, at home, at school, on your way to school, or wherever you go.

EXERCISE 1.

Write the names of the materials of which these things are made :—

combs,	houses,	inkstands,	clothing,	clocks,
dolls,	dishes,	money,	furniture,	jewelry.

EXERCISE 2.

1. Mention something that is made of,—

gold,	wood,	straw,	steel,	marble,
silver,	leather,	china,	bone,	slate,
paper,	iron,	glass,	shell,	wool,
cloth,	brass,	tin,	pearl,	cotton.

2. Of what are these words the names? Copy I., Chapter IV.

EXERCISE 3.

1. Learn to pronounce, spell, and write, the words in Exercise 2.
2. Use each of these names of materials in a correct statement :—

paper,	leather,	wood,	glass,	steel.
--------	----------	-------	--------	--------

3. Make three statements about (a) silver, (b) iron, (c) wool.
4. What is a material?

**LESSON II.****NAMES OF PARTS.**

See Teacher's Edition.

1. Name the parts of,—

a chair,	your hand,	a shoe,	an apple,	a house,
a hat,	a knife,	a wheel,	a plant,	a book.

2. Name the principal parts of the human body.
3. Name one part of each of these animals which the others have not:—

a fish,	an elephant,	a child,	a horse,
a bird,	a sheep,	a cat,	a cow.

- II. A word may be the name of a part of an object; as, stem, blade, hub, wing, arm.

HOME TASK.

Learn ten words that are *names of parts* of objects that you see at home, in the shops, or on the way to school.

EXERCISE 1.

Pronounce, spell, write, and use correctly, the new names which you have learned for parts of things.

Learn to pronounce and spell the correct names of the parts of the objects which you see from day to day.

EXERCISE 2.

1. Write a statement about,—

(a) a person,	(b) a place,	(c) a thing,
(d) a material,	(e) a part of an object.	

2. Draw a short line between the two parts of each statement.
3. Draw a line under the words that are names in your statements.

EXERCISE 3. — (*Oral.*)

1. Tell of what each of these words is the name:—

Ellen,	California,	linen,	carriage,	root.
--------	-------------	--------	-----------	-------

2. Pronounce, spell, write at dictation, and use correctly in a statement, each of these names of parts :—

claws,	sole,	fleece,	trunk,	antlers,
peel,	flesh,	fur,	gills,	plumage,
wrist,	gable,	feelers,	scale,	foliage.

EXERCISE 4.

1. Write five words that are the names of parts of things in the school-room, and write the names of the materials of which those parts are made.
2. Write the name of a person and the name of the place in which he lives.
3. Write three words that are the names of things.
4. Copy :

A word may be the name of $\left\{ \begin{array}{l} 1. \text{ a person,} \\ 2. \text{ a place,} \\ 3. \text{ a thing,} \\ 4. \text{ a material,} \\ 5. \text{ a part.} \end{array} \right.$

5. Mention the names in the following :—
 - (a) John broke the blade of his knife.
 - (b) The knife was made at Sheffield, but the steel was poor.

As you mention each name, tell whether it is the name of a person, a place, a thing, a material, or a part.

LESSON III.

PROPER NAMES AND COMMON NAMES.

Introduced by oral exercise indicated in Teacher's Edition.

- (a) A boy came yesterday. (a) A dog will bark.
- (b) Philip came yesterday. (b) Carlo will bark.

(a) A river flows by a city.
(b) The Mississippi flows by Saint Louis.

Development Questions. — 1. Read the first part of each statement marked (a). 2. How can you tell from these statements which boy, dog, river, or city is meant? 3. Read the statements marked (b). 4. Tell from these statements what boy, dog, river, and city are meant. 5. How do you know from these statements which boy, dog, river, and city are meant? 6. What kind of words are Philip, Carlo, Mississippi, and Saint Louis. 7. Tell the difference between the name *Philip* and the name *boy*; the name *dog* and the name *Carlo*; the name *city* and the name *Saint Louis*; the name *Mississippi* and the name *river*.

There are a great many boys in the world, and any one of them may be called a boy; but each boy has a name of his own; as, Philip, Charles, Scott; and such names belong only to the boys to whom they are given.

The word *dog* is a name that belongs to any dog: the word *Carlo* is a name given to one particular dog.

Any one of all the rivers in the world may be called a river, but each river has a name of its own; as, the Mississippi, Hudson, Platte.

There are cities all over the world, and each is known by its particular name; as, Saint Louis, New Orleans, London, Montreal.

III. A name given to some particular one (of a class) is called a proper name; as, Leonard, Jip, Hudson, New York.

IV. A name that belongs to any one of a whole class or kind of things is called a common name; as, boy, dog, river, city.

1. Read the names in these statements; as you mention each, tell whether it is a proper name or a common name, and why:—

An island is in an ocean.	Cuba is in the Atlantic.
Dick sings and flies.	The bird sings and flies.
Amy sews neatly.	The girl sews neatly.

EXAMPLE.—The word *island* is a common name, because it belongs to any island in the world. The word *Cuba* is a proper name, because it is the name of a particular island.

2. Tell which of these are proper and which common names, and why:—

lake,	star,	state,	day,
Erie,	Venus,	Alabama,	Friday,
month,	street,	country,	sled,
January,	Main,	England,	Scout,
girl,	horse,	county,	ship,
Amy,	Jack,	Broome,	Royal George.

V. The first letter of any proper name should be a capital; as, **Wednesday, June, Pacific.**

3. Write five common names and a suitable proper name for each object named.

VI. When a common name (as, *lake, ocean, street, avenue, city, state, county*) is joined to a proper name as part of it, it should begin with a capital letter; thus, **Elm Street, Euclid Avenue, Lake Erie.**

4. Tell which of the following words are proper names; which are common names; and why the common names are written with capitals:—

Arizona Territory, Christmas Day, Lake Champlain,
New York City, Cat Island, Atlantic Ocean.

• HOME TASK.

Write the proper name of (1) the street on which you live; (2) the county in which you live; (3) the language that you speak; (4) the river nearest your home; (5) an object which you have seen.

EXERCISE 1.

Write the proper name of (1) a pupil in your class; (2) a city in this state; (3) the ocean west of the United States; (4) the lake nearest your home; (5) a boat or sled; (6) an engine or an animal; (7) this day; (8) this month; (9) the language that we speak; (10) the continent on which we live.

EXERCISE 2.

Learn to pronounce, spell, use, and write at dictation:—

THE NAMES OF DAYS.

Sunday,	
Monday,	Thursday,
Tuesday,	Friday,
Wednesday,	Saturday.

New Year's Day,	Good Friday,	Easter,
Fourth of July,	Christmas,	Thanksgiving Day.

THE NAMES OF MONTHS.

1. January,	4. April,	7. July,	10. October,
2. February,	5. May,	8. August,	11. November,
3. March,	6. June,	9. September,	12. December.

EXERCISE 3.

1. Write the name of the month in which you were born.
2. Write the names of all the months which have thirty days.
3. Write the name of the shortest month.
4. Write the name of the first month in the year.
5. Write the name of the month in which Christmas comes.
6. Write the names of the two warmest months in the year.
7. Write the name of the middle month of Autumn.
8. Fill the blanks in this couplet with the names that are left out:—

— winds and April showers
Bring the pretty — flowers.

9. Write the names of the days of the week.
10. Write the name given (a) to the first day of the year; (b) to the 25th of December; (c) to the great American holiday.

The seasons are Spring, Summer, Fall or Autumn, and Winter. You need not write the names of the seasons with capitals.

EXERCISE 4.

Copy these statements:—

- (a) Beautiful birds are found in South America.
- (b) This coral grew in the Indian Ocean.
- (c) Cotton, wool, linen, and silk are useful.
- (d) Chestnut Street is a very wide street.
- (e) The wheel has a hub, spokes, a tire, and a felly.

1. Draw a short line between the parts of each statement.
2. Draw one line under every proper name.

3. Draw two lines under every common name.
4. Make a list of the words that are names of materials.
5. Write the words that are names of parts.

EXERCISE 5.

Write a statement in which you use correctly,—

is, are, has, have, was, were,

a proper name, a name of a material,

a common name, a name of a part.

A REVIEW LESSON.

1. Read,—

Robert Greene had an uncle who was a sea-captain. His full name was Andrew Marcus Greene, but he always wrote his name, A. M. Greene. Robert called him "Uncle Mark."

One summer Uncle Mark told Robert that he would take him and his cousin George on a voyage. The boys were delighted, and soon gained the consent of their parents and were ready to go.

They were to sail from New York, and Robert's father went with them and saw them safe on board the great ship.

During the week, they had talked a great deal about the voyage. George hoped that they would go to Africa. He knew that the ivory handle of his knife was made from the tusk of an elephant, and he had heard that many elephants were found in Africa. He had read of the ostrich, a bird six or seven feet tall, and strong enough to carry a man on its back, and he wanted to see it and get some of its feathers for his sister's hat.

Robert thought that he would like to go to Africa too. He had been told of the sponges gathered from the rocks in

the sea north of Africa, and had read of the cork-trees which are robbed of their thick bark once in eight or ten years. And he wanted a gazelle, a beautiful little animal, gentle and graceful, that can be brought to this country and tamed and kept as a pet.

But Uncle Mark said that they would go to Brazil, a country in South America. He told them of the oranges and lemons, and gold and diamonds, and rare birds and plants, that are found in Brazil, and the boys thought that they would rather go there than to Africa. Robert soon found on a map the city of Rio Janeiro, where they would land and get a cargo of coffee to bring back to New York.

1. Find on a map,—

Africa, and the sea north of it,	Brazil,
New York,	Rio Janeiro.

2. Pronounce,—

pâr-ents	voy-age	Rio Janeiro	östrich
côf-fee	i-vo-ry	el-e-phants	gazelle

3. Spell,—

uncle	beautiful	animal	orange	summer
cousin	gentle	deer	coffee	feathers
enough	diamonds	cargo	ivory	handle

4. Use these words correctly in statements:—

eye,	their,	dear,	sail,	new,	sea,	red,
I.	there.	deer.	sale.	knew.	see.	read.

5. Write all the names of persons that you can find in the story. Write Uncle Mark's initials.

6. Copy the names of the places mentioned. Write the initials of the two cities.

7. Write the names of the things that the boys expected to see in Africa. Write the names of the things that Uncle Mark told them were to be found in Brazil.
8. Write the name of the body of water over which they would go from New York to Rio Janeiro.
9. Write the words that are used in the story *instead of names*.
10. Tell of what each of these is the name :—

ivory,	tusk,	Robert,	sponge,	oranges,
gold,	handle,	New York,	feathers,	cork-trees.
11. Write two short statements about Robert Greene.
12. Write a statement about an ostrich, sponges, cork-trees.
13. Tell three uses of a period.
14. Give an example of the use of a capital for, —
 - (a) The first letter of a name of a person or place.
 - (b) An initial letter used instead of the name of a person or place.
 - (c) The first letter of a statement.
 - (d) The first letter of any proper name.
 - (e) The first letter of a common name when joined to a proper name.
15. Draw a short line between the two parts of each of these statements :—

Robert was fond of animals.

He wanted a gazelle.

His Cousin George wanted to see an ostrich.

Tell whether the first part of each is composed of one word or of more than one; if the first part be but one word, tell whether that word is a name, or a word used instead of a name.

CHAPTER V.

MORE TO LEARN ABOUT STATEMENTS.



LESSON I.

THE COMMA AND *AND*.

See Teacher's Edition.

1. Tell what we mean by,—

a <i>pair</i> of gloves,	a <i>herd</i> of cattle,
a <i>brace</i> of ducks,	a <i>flock</i> of birds,
a <i>couple</i> of mice,	a <i>drove</i> of horses,
a <i>swarm</i> of bees,	a <i>school</i> of fish.

When we speak of the First, Second, Third, and Fourth Readers together, we do not use any of those words. We call them a *series* of Readers.

2. What is a series ?

Three or more things of the same kind following one after the other make a *series*; as, a series of lessons, a series of books, a series of accidents.

In these statements we have a *series of names*:—

The *chair*, *table*, *door*, *box*, and *desk* are made of wood.
Carlo, *Jip*, *Ponto*, and *Rover* are good watch-dogs.
A wheel has a *hub*, *tire*, *felly*, *box*, and *spokes*.

3. What mark is used between the names of a series?

I. The comma [,] is used between the names of a series.

Because it sounds better, the word and is sometimes used, after the comma, between the last two names of a series.

EXERCISE 1.

Copy these statements and place a comma where one is needed:—

1. Apples peaches pears grapes and plums are common fruits.
2. Birds have heads necks bodies legs and wings.
3. That sailor has been to England Spain and Italy.
4. Those children were told to bring a sponge a slate a pencil and a pen.
5. Wood steel and brass were used to make it.

EXERCISE 2.

Finish these statements with names of parts, and use a period, a comma, and the word *and*, wherever needed.

1. A shoe has _____
2. A tree has _____
3. An elephant has _____
4. A cat has _____
5. A peacock has _____

EXERCISE 3.

See Teacher's Edition.

We may make one statement out of several; thus,—

The lemons were ripe. The grapes were ripe.

The oranges were ripe. The pears were ripe.

The lemons, oranges, grapes, and pears were ripe.

When you make one statement out of several by omitting words, place a comma where the words are omitted, and use and after the comma between the last two words of the series.

1. Make one statement of,—

- (a) Flowers grew there. Moss grew there. Grasses
grew there. Ferns grew there.
- (b) A farmer sells oats. A farmer sells wheat. A
farmer sells hay. A farmer sells corn.
- (c) We saw horses. We saw cattle. We saw sheep.
We saw dogs.
- (d) Chalk is white. Snow is white. Ivory is white.

2. Write the four statements made, and use the commas and
and correctly.

LESSON II.

THE RESIDENCE OR ADDRESS.

For preceding oral and black-board work, see Teacher's Edition.

*Alice Underwood [lives at
347 Sixth Street [in the city of
Nashville [in the State of
Tennessee.*

Development Questions. — 1. What is a statement? 2. Is “Alice Underwood lives at 347 Sixth Street, in the city of Nashville, in the State of Tennessee,” a statement? What does it state? Read the first part and the second part of the statement.

Copy the statement.

3. What mark should be placed at the close of a statement? 4. After what word is the period placed in this statement? 5. Of what is the word *Tennessee* the name? 6. How should the names of persons and places be written? 7. Read every word in the statement that is the name of a person or place, and see that it begins with a capital letter. 8. What is a proper name? 9. How should a proper name be written? 10. How should the words *street*, *county*, *lake*, &c. be written, when joined to a proper name? 11. Look at the name of the street mentioned in the statement: is it correctly written? 12. What do you learn from such a statement?

Rewrite the statement, and omit all the words that are not proper names; thus,—

*Alice Underwood,
347 Sixth Street,
Nashville,
Tennessee.*

13. Tell what words you omitted. 14. What mark should be used in a statement instead of omitted words? 15. Place commas where "lives at," "in the city of," and "in the state of" were left out.

Use your full name for the first part of a statement, and tell in the second part where you live.

Where one lives is called his *residence*. The name of a person and the words which show where he resides make up his *address*.

The address is made up of four parts, viz.:—

(a) The name of a person,	(c) The name of a city,
(b) The house number, and	(d) The name of a State;
name of a street,	

or,

(a) The name of a person,	(c) The name of a county,
(b) The name of a place,	(d) The name of a State.

These four parts are called the *items* of the address.

II. A comma should be placed after every item of the address except the last.

A period should be placed after the last item; thus,—

Albert Edison,	Jane Peabody,
48 Euclid Avenue,	Brockport,
Cleveland,	Monroe County,
Ohio.	New York.

HOME TASK.

Learn the items of your address.

EXERCISE 1.

Write your address.

CAUTIONS.— 1. *Always write your address so plainly that there cannot be a mistake in reading it.*

2. *Do not omit any of the items.*
3. *Begin each item a little farther to the right than the item above it.*
4. *Begin all proper names with capitals.*
5. *Begin the words Street, County, &c. with capitals.*
6. *Place a comma after every item but the last.*
7. *Place a period after the last item.*

Sometimes the number and name of the street, or the name of the county, may be written in the lower left-hand corner.

III. When an item of the address is placed at the left, it should be followed by a period; thus,

Albert Edison, Cleveland, 48 Euclid Avenue.	Jane Peabody, Brockport, Monroe County. New York.
Ohio.	

TEST EXERCISES.

EXERCISE 1.

1. Copy this exercise on your slate, and use the proper marks to show what corrections should be made :—

- (a) e c emerson
- (b) A River flows between Brooklyn and New York city,
- (c) Eunice and me went Satturday
- (d) grasshoppers bees butterflies and wasps are insects,
- (e) David Benjamin Richardson

Concord

Williamson County,	Tennessee
--------------------	-----------

2. Rewrite the above exercise, correcting all mistakes.

EXERCISE 2. — (*Dictation.*)

See Teacher's Edition.

EXERCISE 3. — (*Oral.*)

1. Give an example of :—

(a) A word that is the name of
 1. a person,
 2. a place,
 3. a thing,
 4. a material,
 5. a part.

- (b) A proper name ; a common name.
- (c) A common name used as a part of a proper name.

2. Tell how many and what rules you have learned for the use of capitals.
3. Give four rules for the use of a period.
4. Give two rules for the use of the comma.
5. Tell what is meant by,—
 - a margin,
 - a series,
 - the address,
 - a caret,
 - a statement,
 - a material.

EXERCISE 4.

1. Write your full name.
2. Write the initials of your name.
3. Write your address.
4. Write the name of this day.
5. Write the name of this month.
6. Write the name (*a*) of a material, (*b*) of a thing, (*c*) of a part, (*d*) of a place, (*e*) of a person.
7. Write a statement in which you use *is, are, was, were, has, have*.
8. Draw a line between the two parts of each statement.
9. Write a statement about yourself.
10. Write three statements about one thing.

CHAPTER VI.

A, AN, AND THE.

LESSON I.

WHEN TO USE *A* AND WHEN TO USE *AN*.

1. Read,—

a watch,	a bottle,	an oak-tree,	an engine,
a shoe,	a map,	an egg,	an orange,
a chestnut,	a lemon,	an island,	an ink-stand.

How do you read the word *a* before another word?

The word *a* before another word is read as if it were the first syllable of that word.

What does the word *a* mean?

The word *a* means one.

What does *an* mean?

An means one.

A long time ago, people began to say *ane* shoe or *ane* egg when they meant one shoe or one egg. Then they dropped the *e* and said *an* shoe or *an* egg for one shoe or one egg.

But *an* did not sound well before all words; as, *an* gun, *an* shoe, *an* nut; and it was hard to speak *an* before some of them, so they dropped the *n* before such words. Now we use either *a* or *an* to mean one.

2. Read these words and put either *a* or *an* where there is a — :

— unit	— one	— herb	— ewe
— house	— angel	— fish	— ox
— window	— echo	— elephant	— hand
— cellar	— island	— tiger	— hour

Would you not like to learn *just when* to use *a* and when to use *an* to mean one ?

3. Speak these words :—

ant, egg, ink, ox, up.

Words that we speak or hear are called *spoken words*.
Spoken words are made up of *sounds*.

4. Speak these words very slowly so that we can hear every sound in each ; as,

ant, egg, ink, ox, up,
 ā-n-t, ē-gg, ī-n-k, ō-x, ū-p.

5. Give the first sound of each word ; thus,

ā, ē, ī, ō, ū.

6. Read these words and give the first sound of each ; thus,

ale, eel, isle, oak, eye.
 ā, ē, ī, ō, ū.

7. Give the first sound of each of these words :—

ah, air, awe, our, oil,
 earl, ask, owl, hour, oyster,
 irksome.

NOTES.—1. *This [˘] mark shows that the sound of the letter is short. It is called the breve.*
 2. *This [–] mark shows that the letter has the long sound. It is called the macron.*
 8. Read what the echo said :—

ă ē ī ö ū

Read what the wind said :—

ā ē ī ō ōō eu ē ā

Read what the fop said :—

ah aw ow oi ai aw

Sounds made by the voice, with the mouth held well open, are called *vocals*.

9. Give the vocals heard in these words :—

bat,	hop,	cow,	dark,	act,	red,
mane,	oil,	tub,	ape,	rudder,	fair.

10. Speak these words very slowly, and give the first sound of each ; thus,

top,	hop,	pin,	keg,	fan.
t-op,	h-op,	p-in,	k-eg,	f-an.
t,	h,	p,	k,	f.

Sounds made by the breath alone are called *aspirates*.

11. Speak these words, and give the first sound heard :—

bud,	dog,	mat,	gun,	log,	jug.
b-ud,	d-og,	m-at,	g-un,	l-og,	j-ug.
b,	d,	m,	g,	l,	j.

Sounds made by the voice and breath together are called *subvocals*.

I. When THE FIRST SOUND heard in speaking a word is a VOCAL we may USE AN before that word ; as,

an ax, an earl, an acre, an egg, an hour.

II. When THE FIRST SOUND heard in speaking a word is a SUB-VOCAL OR AN ASPIRATE we may USE A before that word ; * as,

a one, a youth, a pin, a cart, a useful life,
a unit, a book, a half, a ewe, a hundred.

12. Pronounce these words : give the first sound heard in each : tell whether the first sound is a vocal, subvocal, or aspirate : use *a* or *an* before each of them : —

— angle	— old man	— edge	— honor
— awl	— upper room	— eight	— ark
— almond	— urn	— ear	— oyster
— ball	— carpet	— dark room	— oil-can
— acre	— yew	— ewe	— unit
— wagon	— young man	— eye	— aim

13. Before what words may we use *a* ? *an* ?



LESSON II.

HOW TO PRONOUNCE **THE.**

1. Read, —

the book,	the ox,	the fence,	the hour,
the cart,	the elk,	the gate,	the initial,
the dog,	the eel,	the house,	the urn.

* Words beginning with the sound of *h* and accented on the second syllable; as, *an her-ō-ic action*, *an his-tór-i-cal account*, are exceptions to this rule.

When we speak of *the* as a word alone, we pronounce it *thē*.

III. The word *the* is pronounced *thī* before a vocal, and *thū* before a subvocal or an aspirate.

2. Read for practice :—

thī angel,	thī east,	thū boat,	thū pencil,
thī honor,	thī elk,	thū cars,	thū hat,
thī oak,	thī earnest,	thū girl,	thū cap.

EXERCISE 1. — (*Oral.*)

1. Use either *a* or *an* before,—

harp, match, ark, oyster, zebra, augur, evening,
 lamb, wonder, echo, plum, office, ankle, idler,
 unit, ape, heir, vane, aisle, arm, journey.

2. Pronounce *the* before each of the above words.

3. Write these words and use a breve or macron correctly above each letter that stands for a vocal :—

ice,	ink,	ax,	ox,	net,
nut,	meat,	Jane,	old,	mule.

EXERCISE 2.

Pronounce correctly and copy :—

ědg-es,	ěv-er-y,	sau-cy,
tī-ny,	hur-räh,	făst-en,
pĭl-lōw,	öf-fîce,	list-en,
pĭl-lar,	dîs-trîct,	câre.

CHAPTER VII.

MORE TO LEARN ABOUT NAMES.

LESSON I.

Introduced by oral exercise indicated in Teacher's Edition.

pencil,	cap,	hat,	book,
pencils.	caps.	hats.	books.
slate,	shoe,	clock,	desk,
slates.	shoes.	clocks.	desks,

A word may be the name of one thing.

A word may be the name of more than one thing.

I. To show that more than one thing of a kind is meant, *s* is usually added to the name.

1. Speak and write each of these names so that it will mean more than one:—

table,	bottle,	lock,	glove,	tree,
pear,	finger,	door,	hoe,	plant.

2. Speak each of these names so that it will mean but one:—

windows,	pictures,	arms,	tongues,	objects,
flowers,	vines,	legs,	names,	things.

HOME TASK.

Write ten words (that are names of things, or of parts of things), to each of which you can add *s* to make it mean more than one.

LESSON II.

Preceded by oral exercise indicated in Teacher's Edition.

1. Speak these words so that each will mean more than one : —

dress, adz, church, box, edge, wish.

Development Questions. — 1. What do you add to the words *dress*, *adz*, *church*, *box*, and *edge*, to make each mean more than one? 2. Try to speak the words with only *s* added. 3. How many syllables are in the words *dress*, *box*, &c.? 4. How many are in the words *dresses*, *boxes*, *churches*, &c.? 5. What is the second syllable of each? 6. What does the syllable *es* show when added to *box*, *dress*, &c.? 7. Why do we not add *s* only? 8. Mention the last sound heard in speaking each of the following words : —

dress,	adz,	church,	box,	edge,	wish,
gas,	waltz,	arch,	fox,	age,	brush.

II. When a word that is the name of but one ends in *s*, *z*, *sh*, *x*, *ch* (as in *church*), or the sound of *j*, we add *es* to show that it means more than one; as, —

axes,	stitches,	edges,	kisses,	waltzes,
foxes,	lashes,	taxes,	guesses,	inches.*

2. Speak and write these names so that each will mean more than one : —

bridge,	tress,	bench,	wish,	watch,	loss,
ash,	tush,	prize,	pass,	adz,	mesh,
birch,	wedge,	lodge,	ledge,	cress,	moss.

III. When we add *es* to a name that ends in *e* we drop the final *e*; thus,

* When a word ends in *ch* sounded like *k*, as in *monarch*, we add *s* only to show that it means more than one.

bridge + es	prize + es	ledge + es
bridg + es	priz + es	ledg + es
wedge + es	lodge + es	edge + es
wedg + es	lodg + es	edg + es

EXERCISE 1.

1. Copy from any book ten words that mean but one, to which you can add *s* or *es* to show that they mean more than one.
2. Make a statement about, —
a boat, a fence, a bridge, a fox.
3. Make the same statements using each name so that it means more than one.

EXERCISE 2. — (*Dictation.*)**LESSON III.**

Development Questions. — 1. Tell of what each of these words is the name : —

calf, half, sheaf, wolf.

2. In what letter does each of them end ?
3. Speak the words so that each will mean more than one.
4. How many syllables are there in the words *calves*, *halves*, *sheaves*, *wolves* ?
4. What change do you make in the words *calf*, *half*, &c., so that each may mean more than one ?

IV. When a name that means but one ends in *f*, the *f* is usually changed to *v* and *es* added to show that it means more than one.

Write these words so that each will mean more than one : —

leaf, shelf, knife, life, wife, loaf.

EXERCISE 1.

1. Make a statement about,—

a calf, a wolf, a knife, a loaf, a shelf.

2. Write each of those statements so that they will state about *more than one* calf, wolf, &c.

3. Learn to spell these words that end in *f*, but do not change *f* to *v* when they mean more than one :—

staffs, hoofs, turfs, cliffs.

V. To change a name that means but one so that it will mean more than one, we sometimes change the word; as,—

ox,	man,	goose,
oxen.	men.	geese.

1. Speak the name of more than one,—

tooth, foot, child, woman, mouse.

2. Write the words,—

teeth, feet, children, women, mice.

3. Tell what each word means.

4. Speak these words so that each will mean more than one :—

deer,	sheep,	trout,	salmon,
bass,	heathen,	swine,	cannon.

VI. The words *sheep*, *deer*, *trout*, *salmon*, &c. are used to mean but one, and also to mean more than one.

CAUTION. — *The word hose, meaning a pipe or tube, is used to mean either one or more than one.* *The word hose,*

meaning stockings, should be used only in speaking of a pair of hose, or of several pairs

In the same way we speak of a suit of clothes, a pair of scissors, a barrel of ashes; and the names clothes, hose, scissors, and ashes should never be used without the s.

LESSON IV.

What is a written word?

Words that we read or write are called *written words*.

Of what are written words made up?

Written words are made up of *letters*.

For what are letters used?

Letters are used to represent the sounds heard in spoken words.

How many *kinds* of sounds do they represent?

Three.

What are they?

The sounds are { vocals, made by the voice.
 aspirates, made by the breath.
 subvocals, made by the voice and breath.

Give examples of each.

What is a letter that represents a vocal called?

A letter that represents a vocal is called *a vowel*.

Name the vowels.

The vowels are a, e, i, o, and u.

What are the other letters called?

The other letters are called *consonants*.

What do the consonants represent?

Consonants represent subvocals and aspirates.

NOTE. — *Two of the consonants, w and y, are sometimes used to represent vowels; as in eye, myth, myrtle, boy, oyster, now, powder.*

When are *w* and *y* vowels?

When w or y represents a vocal it is a vowel.

1. Speak each of these words so that it will mean more than one :—

lady, tidy, body, baby, pony.

2. Tell in what letter each ends.

3. Is the letter before the *y*, in each, a vowel or a consonant?

VII. When a name that means but one ends in *y* PRECEDED BY A CONSONANT the *y* is changed to *i*, and *es* added, to show that it means more than one ; thus,

ladies, tidies, babies, bodies, ponies.

4. Speak each of these words so that it will mean more than one :—

day, boy, valley, money, donkey.

5. Tell what kind of a letter is used before the final *y* of each word.

VIII. When a name that means but one ends in *y* preceded by a vowel, we merely add *s* to the name to show that it means more than one ; as, days, boys, valleys, moneys, donkeys.

6. Write these words so that each will mean more than one :—

duty,	city,	cony,	beauty,	penny,
toy,	ray,	monkey,	play,	boy.

7. Learn to spell these words that mean more than one :—

zeros,	negroes,	cantos,	heroes,
solos,	potatoes,	halos,	tomatoes,
echoes,	cargoes,	calicoes,	volcanoes,
mottoes,	grottos,	embargoes,	vetoes.

EXERCISE 1.

1. Write these names of parts of the body so that each will mean more than one :—

leg,	tooth,	tongue,	wrist,	calf,
eye,	toe,	foot,	eyelash,	ear,
nose,	thumb,	body,	knee,	hair.

2. Copy all the common names in Lesson — of your Reader, and write each so that it will mean more than one.

EXERCISE 2.

1. Change the words in this list, (a) so that those which mean but one will mean more than one; (b) so that those which mean more than one will mean but one :—

lamp,	match,	tooth,	women,
cloaks,	witches,	self,	goose,
paper,	ox,	wolves,	feet,
house,	cherry,	thief,	child,
arch,	berries	mouse,	girls.

2. Fill the blanks in these statements with words chosen from the list:—

- (a) The —— loved their children.
- (b) The —— are ripe.
- (c) A —— has four ——.
- (d) A —— has two ——, but has not a ——.
- (e) The —— was made of glass.
- (f) The —— and —— are made of stone.
- (g) The —— is afraid of the —— and ——.

3. Make a statement about,—

an ox,	a cherry,	children,
a paper,	wolves,	your cloaks.

4. Change the statements so that each will state about more than one.



LESSON V.

Preceded by oral lesson indicated in Teacher's Edition.

a book,	an organ,	an ax,	a town,
the book,	the organ,	the ax,	the town,
the books.	the organs.	the axes.	the towns.

The words *a* and *an* mean *one*, and should be used only before names that mean but one. The word *the* may be used before names that mean but one, and also before names that mean more than one.

this slate,	that slate,
these slates.	those slates.
this apple,	that angle,
these apples.	those angles.

The word *this* means but one. The word *that* means but one. *This* is used in speaking of an object that is near, and *that* in speaking of one that is farther away.

These means more than one. *Those* means more than one. *These* shows that the things spoken of are near. *Those* shows that the things spoken of are farther away.

This, that, these, and those may be used before any *sound or letter*.

EXERCISE 1.

Fill the blanks in this exercise with *a* or *an*, *this* or *that*, *these* or *those* : —

1. He drove — ox with — whip.
2. — blade has — point and — edge.
3. — shoemaker has — awl and — last.
4. — children gave me — apples.
5. — upper room is not always — airy room.

— arms	— undergrowth	— geese	— kisses
— herb	— question	— goose	— lights
— pastures	— engine	— honey-bee	— nights
— woolen-coat	— aunt	— ice-box	— oxen

EXERCISE 2.

1. Write a statement about, —

the door,	scissors,	sheep,
an old coat,	an owl,	a child.

2. Read each statement so that it shall state about more than one.
3. Draw a line between the first and second parts of each statement.

EXERCISE 3.

1. Write each of these words so that it will mean more than one :—

path,	engine,	balcony,	shelf,	woman,
horse,	fox,	half,	man,	deer,
notch,	buggy,	canopy,	louse,	trout.

2. Write two full names of persons. Write their initials.
 3. Write two names of places ; two names of things ; two names of materials ; two names of parts of things.

EXERCISE 4.

Read these statements, using *is*, *are*, *was*, *were*, *has*, or *have* wherever there is a — :

1. Ezra — a good boy.
2. Ezra and Charles — playing in the yard.
3. That leaf — green in summer.
4. The flowers — in bloom.
5. Those flowers — fading now.
6. Those leaves — fallen from the trees.
7. The snow — covered the ground.
8. Linen, cotton, and wool — used.
9. We — heard those birds sing.
10. He — seen a rainbow.

EXERCISE 5.

Write two statements in which you use,—

1. A name that means but one, *is*, and some other words.
2. A name that means more than one, *are*, and other words.
3. Two or more names each of which means but one, *are*, and some other words.

4. Two or more names each of which means more than one, *are*, and some other words.
5. Draw a short line between the two parts of each statement.

QUESTIONS FOR REVIEW.

A. — ORAL.

1. Read these two words : *a, the*.
2. Speak each of them before the words *button, cover, lower shelf*.
3. Speak *the* before *initial, army, upper shelf*.
4. Tell when you may use, —

this,	that,	is,	was,	has,
these,	those,	are,	were,	have.

5. Before what words may *an* be used ?
6. What is a *series* ? an *initial* ? a *margin* ? a *spoken word* ? a *written word* ? a *vocal* ? a *vowel* ? a *subvocal* ? an *aspirate* ? a *consonant* ? a *macron* ? a *breve* ? a *material* ? a *proper name* ? a *common name* ?
7. Is *y* a vowel or a consonant in, —

my, myrrh, pity, young, your.

8. Is *w* a vowel or a consonant in, —

now, wagon, awe, wonder, we.

9. What do these marks show ?

≡ l. c. δ ^ — / ā ē

10. Use either *a* or *an* and speak *the* before, —

end, sponge, beetle, early bird, ear,
insect, worm, fly, bat, ape.

11. Give the vocal heard in,—

- (a) say, sat, air, are, ask, all.
- (e) key, let, ere, eight, herb.
- (i) ice, ill, machine, dirt.
- (o) owe, coffee, one, do, wolf, horn.
- (u) use, cup, spur, true, pull.
- (y) my, myth, myrtle.

12. Of what is the full name made up? Why should you always speak and write the name of a person or place very plainly?

13. What is a statement? Tell what each part of a statement shows.

14. Tell when you would use,—

I, it, we, you, he, they, she.

15. Name the parts of the foot of a cat, and tell, in statements, the use of each part.

16. Of what items is one's *address* made up?

B.—WRITTEN.

1. Write a word that is the name of,—

a person, a place, a thing, a material, a part.

2. Write the full name of a person. Draw one line under the surname and two lines under the Christian name.

3. Write a statement and draw a short vertical line between the two parts of it.

4. Make these marks on your slate, and write the name of each:—

▲ • , — ▽

5. Copy these words and use the proper marks to denote corrections : —

i Saw alice. a verry goode led pensil.

6. Write the initials of the name of your country.

7. Write your address.

8. Use commas where they are needed in these statements :

(a) Ants wasps beetles bees and flies are insects.

(b) The tree has roots a trunk branches and leaves.

9. Write these words : (a) so that those which mean but one will mean more than one ; (b) so that those which mean more than one will mean but one.

car	bush	wolves	woman	solo
taxes	bench	beauties	deer	hero
walls	miss	body	moss	potato
wish	topazes	day	ferns	halo
prizes	loaf	oxen	grasses	volcano

10. Write this exercise and make all the corrections indicated : —

Minnie E stowers ./,/

l. c. PhilaDphelia,
Penn.

84 Chestnut street, ./

that boy, john fisher, said~~e~~ that i mit have δ/ gh/
./,/ his gun knife cap, and game-bag ./

SUMMARY.

See Teacher's Edition.

I. A word may be the name of {
1. a person.
2. a place.
3. a thing.
4. a material.
5. a part of a thing.

III. Words are of two kinds. { 1. Spoken words.
2. Written words.

IV. The sounds are { 1. Vocal, made by the voice.
2. Aspirate, made by the breath.
3. Subvocal, made by voice and breath.

V. Letters are { 1. Vowels, which represent vowels.
 2. Consonants, which represent other sounds.

VI. A name may mean { 1. but one.
 2. more than one.

VII. Use before the name of but one, {
1. *a* or *an*.
2. *the*.
3. *this*.
4. *that*.

VIII. Use before the name of more than one, { 1. *the*.
2. *these*.
3. *those*.

IX. *Is, was, and has* state about one.

Are, were, and have state about more than one.

X. Use a capital for {

1. The first letter of a proper name.
2. The initial of a proper name.
3. The word *I*.
4. The beginning of a statement.
5. The initial of *lake*, *county*, *street*, &c., used with a proper name.

XI. Use a period

- 1. After a statement.
- 2. After an initial used for a name.
- 3. After a name standing alone.
- 4. After the last item of an address.
- 5. After an item of the address which is written at the left.

XII. Use a comma

- 1. Between the words of a series.
- 2. After every item of an address except the last.

The word *and* is generally used before the last word of a series.

XIII. The ADDRESS is made up of

- 1. The name of a person.
- 2. The house number, and the name of a street.
- 3. The name of a city.
- 4. The name of a State.

Or,

- 1. The name of a person.
- 2. The Post-Office station.
- 3. The name of a county.
- 4. The name of a State.

XIV. To show that a name means more than one.

- 1. Usually add *s*; as, coins, aprons, trees.
- 2. After *sh*, *x*, *z*, *s*, *ch* (soft), and the sound of *j*, add *es*; as, brushes, foxes, topazes, gases, churches, pages.
- 3. Change *f* to *v* and add *es*; as, leaf, leaves.
- 4. Change *y* (preceded by a consonant) to *i* and add *es*; thus, copy, copies.
- 5. Change the word; as, ox, oxen; mouse, mice.

NOTE.—1. If *y* be preceded by a vowel, add *s*; as, day, days; valley, valleys; chimney, chimneys.

2. Deer, sheep, &c. are written in just the same form when they mean more than one.

3. Hose, scissors, ashes, clothes, &c. should not be used without the *s*.

CHAPTER VIII.

THE INQUIRY.



LESSON I.

WHAT THE INQUIRY IS, AND HOW IT IS WRITTEN.

1. Ask a question about,—

the blackboard,	a pencil,	the sun,
the door,	a parrot,	a city.

I. A group of words used to ask a question is called an inquiry (*in-quīr'-y*).

2. Make an inquiry about:

a book,	your sponge,	a bee,
the clock,	school,	roses.

3. Read these inquiries :—

- (a) When did you come?
- (b) Is it time to go?

Notice the first letter of each inquiry and the mark that is placed after each.

An inquiry is sometimes called an *interrogation*.

The ? (question-mark) is called an *interrogation-point*.

II. An inquiry should commence with a capital letter, and be followed by an interrogation-point; thus,

Are the flowers fragrant?

EXERCISE 1.

Write an inquiry about,—

silk,	a carpet,	an oak-tree,
New York,	a knife,	glass,
school,	iron,	Victoria.

EXERCISE 2.

An inquiry that can be answered by *yes* or *no* is called a *direct question*; thus, Have you seen him?

1. Write a direct question.
2. Write an inquiry that is not a direct question, and a statement that is an answer to it.
3. Make a period and an interrogation-point.
4. What is a statement? What is an inquiry?
5. Use each of these groups of words to make a statement and an inquiry:—
 - (a) market to has gone John.
 - (b) You my seen have dog.

EXERCISE 3.

Correct all the mistakes in this exercise:—

1. did he go to baltimore
2. he has been to indianapolis
3. Have you written to walter,

4. Are you eating a apple.
5. was philip nolan there
6. He said that i must go.
7. The citys was thronged with people.
8. George Thomas Frank and Harry rode
9. The books slate pen pencil and sponge was mine:
10. when will you go with me

EXERCISE 4.

Use each of these words correctly in an inquiry:—

peel,	pair,	all,	right,	meat,
peal,	pear,	awl,	write,	meet.

EXERCISE 5. — (*Blackboard.*)

See Teacher's Edition.



LESSON II.

- (a) John, did you do that ?
- (b) Will you keep still, Alice ?
- (c) Where are you going, baby dear ?
- (d) Will you, pretty bird, sing me a song ?
- (e) Can you, Madge, write a letter ?

Development Questions. — 1. Read the above inquiries.
 2. Tell of whom each question is asked. How do you know ?
 3. Ask the questions, and leave out the word or words which show of whom each question is asked.
 4. By what mark are those words separated from the inquiry ?

III. The word or words which show of whom a question is asked should be separated from the inquiry by a comma or commas.

Copy the inquiries on your slate, taking care to use the interrogation-points, capitals, and commas correctly.

EXERCISE 1.

Write these inquiries, and use a comma or commas wherever needed :—

1. Mother may I go with you ?
2. Who wrote to you Kate ?
3. Where little girl do you go to school ?
4. Did you bite my toes Jack Frost ?
5. Have you Arthur been absent this week ?
6. Will you sing me a song Bobolink ?
7. How long little blossoms have you been gone ?
8. Caroline may I walk with you ?
9. Rachel what time is it ?
10. When will the birds come again mother ?

EXERCISE 2. — (*Oral.*)

1. Ask a question about, (a) a person ; (b) a place ; (c) a thing ; (d) a material ; (e) a part of something.
2. Change these statements to inquiries :—

It is ten. John was there.

I am going. This is a statement.

The birds are singing in the woods.

3. Use the words in each group to make an inquiry :—

- (a) The, December, are, snows, in, deep.
- (b) Skate, go, me, Wednesday, will, with, you, to, next.
- (c) Bananas, where, grow, do.
- (d) June, do, roses, in bloom.
- (e) Top, seen, have, knife, you, my, new, and.

EXERCISE 3.

1. Write an inquiry about,—

sponge,	an ostrich,	oranges,
water,	a gazelle,	cork,
coral,	the United States,	snow.

2. Copy these statements, and draw a short vertical line between the first part and second part of each :—

- (a) Rubber is made from the sap of a tree.
- (b) The rubber-tree grows on an island.
- (c) Cork is the outer bark of an oak-tree.
- (d) Many cork-trees grow in Spain, France, and Italy.
- (e) I have lost my lead pencil.

EXERCISE 4.

Fill these blanks with *is* or *are*; *was* or *were*; *has* or *have*; *a* or *an*:—

1. — the clock running ?
2. — the children in the yard ?
3. Did Frank — the rake ?
4. — Julia bought — inkstand.
5. — the boys — sled ?
6. — there — bird in the cage ?
7. — the geese and ducks trying to swim ?
8. — you written — inquiry ?
9. — that — interrogation-point ?
10. — the statements correct ?

**IV. *Is, was, or has* inquires about one person, place, or thing.
Are, were, or have inquires about more than one.**

CAUTION. — Use are, were, and have with the word you, whether it mean one or more than one; thus, Are you going? Were you there? Have you been ill?

EXERCISE 5.

Copy these groups of words: use an ?, a ., a , or a capital wherever needed; tell why you use each: —

1. Are sponge and coral found in the sea
2. will you walk into my parlor silly fly?
3. was the story written by J G S?
4. Herbert anderson did you answer,
5. the cork-tree grows in spain france italy and africa

Correct these statements, and write each of them as it should be: —

1. Frank and me were late.
2. These kind are better.
3. I like those sort of people.
4. Him and I are going.
5. They were driving an oxen.

EXERCISE 6.

Ask a question about *more than one*

picture,	church,	calf,	deer,
box,	topaz,	child,	brush,
dress,	penny,	woman,	ax.

CHAPTER IX.

MORE TO LEARN ABOUT NAMES.



LESSON I.

Preceded by oral lesson indicated in Teacher's Edition.

John's slate, a boy's cap, men's boots,
Davis's patent, boys' caps, children's shoes.

A word that is a name may be spoken or written so that it will show to whom or what a thing belongs ; as, John's, fox's, bird's.

A word that is used so that it will show to whom or what a thing belongs is said to *denote possession*.

Development Questions.—1. Read the names, in the examples, which denote possession. 2. Tell how each is written to denote possession. 3. Describe this mark ['].

The ['] is called an apostrophe.

4. Write *John*, *Davis*, *boy*. 5. Look at each word and tell whether it means one or more than one. 6. In the examples given, what is added to each of these words to make it denote possession ? 7. Write each of them so that it will denote possession. 8. How do we write a name that means but one, to make it denote possession ?

I. To denote possession, an apostrophe and an *s* ('s) should be added to a name that means but one ;* thus,—

* In writing the words "for conscience' sake," "for justice' sake," "the seamstress' sister," and the like, we add the apostrophe only, because it is not pleasant to hear so many sounds of *s* spoken together.

Mary,	Mary's ring,	child,	a child's teeth,
the ox,	the ox's horn,	bird,	a bird's wing,
a spider,	a spider's web,	girl,	the girl's net.

1. Write these names so that they will denote possession :—

lady,	dog,	mouse,	Carlo,	sheep,
William,	deer,	calf,	man,	Jane.
2. Write them so that they will mean more than one.
3. Which of these words mean more than one, and which denote possession ?

lion's,	horses,	woman's,	girl's,
negroes,	squirrel's,	women,	bakers,
horse's,	pupils,	Martha's,	boots.
4. Write five names that mean but one and denote possession.



LESSON II.

Read these words and tell what each shows :—

lions,	flies,	men,	calves,	farmers,
foxes,	bees,	mice,	children.	hunters.

A name that means more than one generally ends in *s*; as, birds, fishes, ladies, negroes, calves.

Sometimes a name that means more than one does not end in *s*; as, men, mice, oxen, teeth, children.

II. To a name that means more than one and ends in *s*, the apostrophe only is added to denote possession; thus,—

lions,	lions' claws,	bees,	bees' honey,
foxes,	foxes' holes,	calves,	calves' feet,
flies,	flies' wings,	farmers,	farmers' tools.

III. To a name that means more than one but does not end in *s*, the apostrophe and *s* ('*s*) are added to denote possession :—

men,	men's clothes,	children,	children's shoes,
mice,	mice's mischief,	oxen,	oxen's work.

RULE.—First write the name that is to denote possession; look at it; if it means more than one and ends in *s*, add the apostrophe only; in all other cases* add ('*s*) the apostrophe and *s*.

EXERCISE 1.

1. Write these words to denote possession :—

pony,	baby,	Alfred,	Agnes,	mother.
-------	-------	---------	--------	---------

2. Write these words so that any one of them will mean more than one :—

pony,	baby,	mother,	woman,	man.
-------	-------	---------	--------	------

3. Write them so that they will mean more than one and denote possession.

4. Write each of these correctly on the blackboard :—

geeses' feathers,	a wifes' wish,
boys' and mens' clothing,	fie's feet.

EXERCISE 2.

1. Write these names so that they will denote possession :—

* See note, page 73.

ox,	negro,	sister,	pupil,
fox,	man,	father,	Margaret,
girl,	child,	teacher,	Adelia.

2. Write these names so that they will mean more than one and denote possession :—

ox,	teacher,	man,	fox,	sister,
negro,	pupil,	child,	father,	girl.

3. Write a statement about,—

a bird's nest, a fly's wing, farmers' houses.

4. Write an inquiry about,—

birds' nests, flies' wings, a farmer's house.

5. Correct the mistakes in the following :—

- (a) The mans' horses ran away.
- (b) Is Marys' slate at home ?
- (c) Two deers' heads were brought in.
- (d) The flie's wings are gauzy.
- (e) Has the bakers' daughter returned ?

EXERCISE 3.—(Oral.)

1. Tell which of the names in this exercise mean but one; which mean more than one; and which denote possession :—

- (a) The cat's claws are long, sharp, and curved.
- (b) Conies' nests are built among the rocks.
- (c) Are not a deer's antlers longer than oxen's horns ?
- (d) Mothers' feet are sometimes tired.
- (e) Is "the children's hour" at twilight ?

2. Tell which groups of words are inquiries, and which are statements.
3. What is a statement, and how should it be written?
4. What is an inquiry? How should an inquiry be written?
5. Use these words to make a statement and an inquiry:—

lesson have Wednesday's you learned.

LESSON III.

WORDS USED INSTEAD OF NAMES TO DENOTE POSSESSION.

See Teacher's Edition.

Development Questions.—1. Read the following:—

<i>My</i> book is lost.	Has <i>your</i> book a green cover?
That book is <i>mine</i> .	Is this book <i>yours</i> ?

<i>His</i> book is here.	<i>Her</i> book has a green cover.
This book is <i>his</i> .	That book is <i>hers</i> .

Have they found <i>their</i> books?	Where are <i>our</i> books?
Those books are <i>theirs</i> .	These books are <i>ours</i> .

The baby wants <i>its</i> mother.	The bird built <i>its</i> nest.
-----------------------------------	---------------------------------

2. Mention the words that are used to denote possession.
3. How many of these words are names?
4. *Instead of what* are these words used?
5. Mention the word used instead of the name of a boy to denote possession.
6. The words used instead of the name of a girl to denote possession.
7. Mention the other words which denote possession, and tell instead of what name each word is used.

IV. The words *my, mine, your, yours, her, hers, their, theirs, our, ours, his, and its*, are used instead of names to denote possession.

CAUTION. — There are no such words as hisn, theirn, ourn, yourn, and his-self. People who use them mean his, theirs, ours, yours, and himself. You should use the correct words.

EXERCISE 1.

Fill the blanks with *words used instead of names*, to denote possession:—

- (a) The bird has lost — mate.
- (b) Does the baby want — mother ?
- (c) The pencils on — desk are —.
- (d) The books on — desks are —.
- (e) Are — brothers with — ?

Tell when we use,—

<i>our or ours,</i>	<i>your or yours,</i>	<i>their or theirs,</i>
<i>my or mine,</i>	<i>her or hers,</i>	<i>his, its.</i>

EXERCISE 2.

Use each of the following words in an inquiry:—

is,	was,	has,	I,
are,	were,	have,	yours,
my,	mine,	her,	his,
fox's,	foxes,	foxes',	child's,
children,	men,	men's,	wings.

CHAPTER X.

WORDS THAT EXPRESS QUALITIES.

LESSON I.

Preceded by oral lessons on the qualities of objects.—See Teacher's Edition.

Some words (as *white*, *blue*, *round*, *oval*, *sweet*, *sour*, *hard*, *brittle*, *heavy*) are used with the names of objects to express the qualities of those objects; thus,

<i>white</i> paper,	The apple was <i>hard</i> and <i>sour</i> .
<i>blue</i> ink,	Glass is <i>brittle</i> .
a <i>round</i> pebble,	The books are <i>heavy</i> .
an <i>oval</i> figure.	Those oranges were <i>sweet</i> .

Such words are called *quality-words*.

1. Mention an object in the room, and speak a word which expresses a quality of that object.
2. Read the following, and mention the quality-words used:—
 - (a) The icicle is cold, smooth, and transparent.
 - (b) A fragrant rose and a bitter herb grew by the gate.
 - (c) That bread is soft and porous.
 - (d) He drew a long, crooked line.

EXERCISE 1. — (*Oral.*)

1. Use a quality-word that expresses,—
 - (a) The color of,— snow, grass, the sky, a strawberry.
 - (b) The form of,— a ring, an egg, a ball, a map.

(c) The weight of,— iron, cork, wood, air.
 (d) The taste of,— sugar, a lemon, water.

2. Speak a quality-word, and mention an object which has the quality expressed by that word.

3. Fill the blanks in the following with quality-words which express size :—

(a) A — path led to the — cottage.
 (b) The — avenue passes the — house.
 (c) A — tree shades the — roof.

4. Mention something that is,—

curved,	yellow,	square,	small,	tough,
sharp,	round,	long,	straight,	brittle,
dull,	blunt,	red,	porous,	short.

5. Tell which of the following words are names, and which are words that describe the thing named :—

rosy cheeks,	brown hair,	dimpled chin,
blue eyes,	sunny face,	pretty little mouth.

EXERCISE 2.

See Teacher's Edition.

1. Tell one quality of each of the following :—

sponge,	rubber,	lead,	silver,	molasses,
cork,	rattan,	candy,	cloth,	whalebone.

2. Write the word that best expresses that quality.

3. Use each quality-word to describe something else which has the same quality.

4. Write after each quality-word the name of the thing which has the quality expressed.

5. Use a quality-word to describe,—

the claws of a cat,	the tail of a squirrel,
the plumage of a bird,	the wings of a fly,
the legs of a horse,	the coat of a dog.

EXERCISE 3.

1. Mention a quality-word which expresses a quality the opposite of,—

thick,	late,	sharp,	right,	high,
soft,	wide,	equal,	old,	deep,
cool,	smooth,	even,	large,	broad.

2. Use each of the above quality-words correctly, and write them at dictation.

3. Copy the following quality-words, and write beside each a word that expresses the opposite quality :—

early,	narrow,	rough,	wrong,	dull,
blunt,	shallow,	light,	weak,	slender.

HOME TASK.

See Teacher's Edition.

EXERCISE 4.

1. Read the quality-words in the following :—

a <i>shrill</i> whistle,	a <i>soft</i> voice,
a <i>loud</i> shriek,	a <i>faint</i> whisper,
a <i>plaintive</i> song,	a <i>musical</i> bell.

2. By what sense do we learn the qualities expressed by the words *loud*, *shrill*, *musical* ?

3. Use each of the above quality-words to describe a sound that you have heard.
4. Use a quality-word to describe correctly the sound of,—
a noise, thunder, the wind, a bell,
music, a drum, laughter, a foot-step.
5. Use each of the following quality-words to describe correctly a sound that you have heard,—
harsh, clear, sweet, low, sad.

~~☞~~ Review Lesson I., Chapter V.



LESSON II.

THE USE OF THE COMMA BETWEEN QUALITY-WORDS.

Development Questions. — 1. Read the following statements:—

Glass is brittle.	Glass is hard.
Glass is smooth.	Glass is transparent.

2. Tell *about what* each statement is made. 3. Read the words which show what is stated about glass. What do the words *brittle*, *hard*, *smooth*, and *transparent* express? What kind of words are they? Why? 4. Tell in one statement all that is said of glass in the four statements. Write the statement and draw a line under each quality-word used; thus,

Glass is brittle, hard, smooth, and transparent.

5. How many quality-words are there in the statement? What do we call three or more words of the same kind following one after the other? 6. Do you think that those quality-words form “*a series of words*”? Why? Read the series of words. 7. Of what kind of words is the series made up? Make a statement or an inquiry that contains a series of names. Fill the blanks in the following with a series of quality-words:—

(a) The fruit was _____ and _____.
 (b) Gold is _____ and _____.
 (c) Were the paths _____ and _____?

8. What mark have you learned to use between the words of a series? Write (a), (b), and (c), and use the commas correctly.

I. Three or more quality-words forming a series should be separated by commas; thus, *Cork is light, tough, and porous.*

9. What word is generally used after the comma before the last word of a series? Read (a), (b), and (c) with, and without, the word *and*. Why is the word *and* generally used before the last word of a series?

NOTE. — When the quality-words which make up a series are used before the name of the thing they describe, the word *and* is generally omitted; thus, We dug a large, round, deep hole. Was the soft, warm, white wool used?

EXERCISE 1.

1. Copy the following statements and inquiries, and use the comma correctly in each:—

The canary's song is sweet clear and musical.
 Were the cherries ripe red and juicy?
 Do you like a long sharp slender pencil?
 The baby has pretty large bright blue eyes.
 He sold apples oranges grapes and pears.

2. Draw a line under every word that is a quality-word. Use the last quality-word of each series before the name of something that has the quality it expresses.

3. Read from your slate, (a) a series of words that are names; (b) a word that is the name of but one; (c) a word that is the name of more than one; (d) a name

that denotes possession; (*e*) a word that is used instead of a name.

4. Read the first inquiry. What is an inquiry? Why is *were*, and not *was*, used in that inquiry?
5. Read the statement made about the baby. Change the statement so that it will be correct to use *have* instead of *has*.

EXERCISE 2. — (*Dictation.*)

See Teacher's Edition.

EXERCISE 3.

II. Two quality-words used together should be separated by a comma when the word *and* is not used between them; thus, The *smooth, transparent* glass is *hard and brittle*.

Fill the blanks in the following with quality-words, and use the comma or *and* correctly :—

1. He drew a —— —— line.
2. A —— —— path led to the cottage.
3. The bread was —— ——.
4. Ada's —— —— face was seen at the window.
5. Their voices were —— ——.

EXERCISE 4.

1. Write the following exercise correctly :—

is the bread new/and light/ δ ?/

,/ The fresh crisp crackers are new θ

e/ We saw streʌts, parks, stores, and churchs. e/

Λ

l. c./ The *C*ity is on the Hudson river.

He/ were/ ~~Him~~ and i ~~was~~ tall strong and heavy? ,/ ,/ ⊖
 ^ ^

2. Give a reason for each correction made.

EXERCISE 5.

Preceded by oral lessons on qualities of persons and of animals. — See Teacher's Edition.

1. Use each of these quality-words with the name of an animal that has the quality expressed:—

faithful,	strong,	mischievous,	sly,
patient,	cunning,	industrious,	active.

2. Tell two good qualities of,—

a soldier,	a pupil,	a doctor,
an engineer,	a servant,	a letter-carrier,
a farmer,	a clerk,	a house-keeper.

3. Write the words which express those qualities, and beside each a quality-word that expresses the opposite quality.

EXERCISE 6.

Pronounce, use correctly in a statement or inquiry, and write at dictation,—

gentle,	kind,	prompt,	neat,
patient,	brave,	just,	charitable,
amiable,	earnest,	honest,	generous,
obedient,	studious,	modest,	beautiful,
graceful,	truthful,	frugal,	handsome.

EXERCISE 7.

Write the following exercise, and use suitable quality-words wherever there is a dash:—

1. A monkey is —— and ——.
2. The —— ox works all day.
3. Were the roses —— ?
4. An ——, —— man need not want.
5. Was the soldier ——, ——, ——, and —— ?
6. A —— girl should be —— and ——.
7. Did he hear a ——, —— noise ?
8. My brother is ——, ——, and ——.
9. Will the ——, —— music disturb you ?
10. It is ——. It is ——. Is it —— ?



LESSON III.

WHEN TO ADD ***ER*** AND WHEN TO PREFIX ***MORE*** TO A QUALITY-WORD.

Preceded by oral lesson indicated in Teacher's Edition.

a <i>long</i> pencil,	an <i>easy</i> lesson,
a <i>longer</i> pencil.	an <i>easier</i> lesson.
a <i>beautiful</i> flower,	
a <i>more beautiful</i> flower.	

A quality-word may be spoken or written so as to show that two things have been *compared*, and that one of them has more than the other of the quality expressed; thus,

long,	easy,	beautiful,
longer.	easier.	more beautiful.

1. Speak each of the following quality-words so as to show that one of two things has more of the quality expressed than the other:—

sweet, red, wide, heavy, modest,
small, thin, blue, pretty, industrious.

To a quality-word of one syllable, and to some quality-words of two syllables, we add **er** to show that one of two objects has more than the other of the quality expressed; thus,*

small-er, **heavi-er.**

*Before most quality-words of two syllables, and before all quality-words of more than two syllables, we use the word **more** to show that one of two things has more than the other of the quality expressed; thus,*

more modest, more beautiful, more industrious.

2. Tell how many syllables each of these quality-words has :—

active,	neat,	wide,	patient,	studious,
bitter,	tall,	rough,	generous,	smooth,
funny,	homely,	lovely,	ugly,	witty.

3. To which of the above quality-words would you add *er* ?

4. With which of the above quality-words would you use
more ?

Instead of adding er, or using more, we sometimes change the quality-word to show that one of two things has more than the other of the quality expressed ; thus, .

That is a *good* pen, but this is a *better* one.

* See Note, page 3.

EXERCISE.

1. Use suitable words to express qualities of,—

paper,	a dress,	roses,	a cat,
a pen,	a house,	honey,	a mouse,
a picture,	a city,	the wind,	a bird.
2. What have you learned about the use of the comma between quality-words?
3. Mention three ways in which quality-words show that one of two things has more than another of the quality expressed.

LESSON IV.

WHEN TO ADD ***EST*** AND WHEN TO PREFIX ***MOST*** TO A QUALITY-WORD.

Preceded by oral exercise indicated in Teacher's Edition.

a <i>long</i> pencil,	an <i>easy</i> lesson,
a <i>longer</i> pencil,	an <i>easier</i> lesson,
the <i>longest</i> pencil.	the <i>easiest</i> lesson.
	a <i>beautiful</i> flower,
	a <i>more beautiful</i> flower,
	the <i>most beautiful</i> flower.

A quality-word may be spoken or written so that it will show that several things have been compared, and that one of them has more of the quality expressed than any one of the others; as, *longest*, *easiest*, *most beautiful*.

1. Speak each of these quality-words so that it will show that one of several things has more of the quality expressed than any one of the others:—

sweet,	red,	wide,	heavy,	modest,
small,	thin,	blue,	pretty,	industrious.

To a quality-word of one syllable, and to some quality-words of two syllables, we add *est* to show that one of several things has more of the quality expressed than any one of the others; thus,

smallest,	heaviest.
-----------	-----------

Before most quality-words of two syllables, and before all quality-words of more than two syllables, we use the word ***most*** to show that one of several things has more

of the quality expressed than any one of the others; thus,

most modest, most beautiful, most industrious.

2. Tell how many syllables each of these quality-words has:—

active,	neat,	patient,	rough,	studious,
bitter,	tall,	generous,	wide,	smooth,
funny,	homely,	lovely,	ugly,	witty.

3. To which of the above quality-words would you add *est*?

4. With which of the above quality-words would you use *most*?

Instead of adding est, or using most, we sometimes change the quality-word to show that one of several things has more of the quality expressed than any one of the others; thus,

good better best.

little less least.

bad or ill . worse . . . worst.

5. Use correctly *best*, *least*, and *worst*, and tell what each shows.

CAUTIONS. — 1. *When comparing two things be careful to use a quality-word which shows that but two things have been compared; thus, the longer pencil, the heavier of the two, the more beautiful picture, not the longest, heaviest, or most beautiful of the two.*

2. *Do not always use the same word to describe things; as, "a nice man," "a nice ride," "a nice funeral"; "an awful day," "an awful distance," "an awful time."*

Learn as many different words as you can, (a) to express the same quality; (b) to express different qualities of the same thing.

EXERCISE 1.

1. Mention a quality-word, and speak the names of several things which have the quality expressed.
2. Change the quality-word so that it will show, (*a*) that one of the things has more of that quality than another; (*b*) that one of them has more of the quality expressed than any one of the others.

EXERCISE 2.

Use as many suitable quality-words as you can to describe,—

a tree, snow, ice, water, this day,
a storm, a parrot, the sea, a mountain, a rose,
a brook, your slate, a house, a person, a place.

EXERCISE 3.

1. Copy from your Reader five words that express qualities.
2. Write after each the name of something which has the quality it expresses.
3. Write each quality-word so that it will show,—
 - (*a*) That one of two things has more than another of that quality.
 - (*b*) That one of several things has more of that quality than any one of the others.
4. When do we add *er* to, or use *more* before, a quality-word?
5. When do we add *est* to, or use *most* before, a quality-word?

EXERCISE 4.

1. What is a quality-word?
2. When should the comma be used between quality-words?
3. Mention something that you saw on your way to school, and use a quality-word to describe it.
4. Correct the following, and give a reason for each correction made:—

most sweetest, littlest, beautifuller, squarest.

5. Tell what each of these quality-words shows:—

better, least, easier, tallest, more truthful.



LESSON V.

ABOUT THE SPELLING OF QUALITY-WORDS WHEN **ER** OR **EST** IS ADDED.

wide,	hot,	sly,	gray,	heavy,
wider,	hotter,	slyer,	grayer,	heavier,
widest,	hottest,	slyest,	grayest,	heaviest.

III. When *er* or *est* is added to a quality-word that ends in *e*, the final *e* is dropped; thus,

wide + er	=	wid-er.	wide + est	=	wid-est.
blue + er	=	blu-er.	blue + est	=	blu-est.

I. Add *er* and *est* to each of the following words, and tell how the new words should be spelled:—

white,	lame,	pure,	safe,	nice,
rare,	true,	brave,	large,	loose.

IV. When a quality-word ends in a consonant with a single vowel before it, the consonant is doubled before *er* or *est*; thus,

hot + er	=	hot-t-er,	hot + est	=	hot-t-est.
red + er	=	red-d-er,	red + est	=	red-d-est.

2. Add *er* and *est* to each of the following words, and tell how it should be spelled:—

thin, sad, wet, dim, big.*

V. When a quality-word ends in *y* having the sound of *i*, the *y* is changed to *i* before *er* and *est*; thus,

heavy + er	=	heav-i-er,	heavy + est	=	heav-i-est.
easy + er	=	eas-i-er,	easy + est	=	eas-i-est.

NOTE.—When the final *y* is silent or has the sound of *i* the *y* is not changed before *er* and *est*; † thus,

gray + er	=	gray-er,	gray + est	=	gray-est,
sly + er	=	sly-er	sly + est	=	sly-est.

3. Add *er* and *est* to each of the following words, and tell how it should be spelled:—

lazy, funny, ugly, merry, busy.

4. Give the sound of final *y* in each of the following quality-words; add *er* and *est* to each; tell how each should be spelled, and why:—

early, rosy, shy, gay, lovely.

* The words *slow*, *low*, etc. end in a silent consonant preceded by a single vowel, and the consonant is not doubled.

† The word *dry* is an exception to the rule, and changes *y* to *i* before *er* and *est*; thus, *dry*, *drier*, *driest*.

EXERCISE 1.

1. Pronounce these quality-words :—

quiet,	patient,	filthy,	tough,	generous,
slow,	brave,	spicy,	hard,	juicy,
good,	glad,	shady,	dry,	gray,
narrow,	bad,	gentle,	sly,	charitable.

2. Use each of them correctly before the name of something which has the quality expressed.
3. Speak the first ten of them so that each will show that one of two things has more of that quality than another.
4. Speak each of the last ten so that it will show that one of several things has more of the quality expressed than any other.
5. Tell how the words to which you added *er* and *est* should be spelled.

EXERCISE 2.

Use a quality-word which correctly describes,—

a sound,	a book,	the weather,	ink,	a fish,
the sun,	a hat,	bread,	paper,	a dog,
a lesson,	a star,	an ocean,	a pear,	a child.

HOME TASK.

Find out as many qualities of one object as you can, and write the words which best express those qualities.

A THOROUGH REVIEW AND APPLICATION.

For plan of conducting, see Teacher's Edition.

CHAPTER XI.

THE COMMAND.

LESSON I.

Preceded by oral lesson indicated in Teacher's Edition.

1. Read the following groups of words, and tell for what each is used:—

Study your lessons.

Close the door.

Bring me the books.

Please ask for a letter.

I. A group of words that requests, or orders, something to be done, is a command.

2. How should a command be written?

II. A command should begin with a capital letter, and be followed by a period; thus,—

Think twice before you speak once.

EXERCISE 1.

Tell which of these groups of words are statements, which are inquiries, and which are commands:—

1. Can you count the stars?
2. Follow the same path.

3. George Washington was our first President.
4. Obey your parents.
5. Do not whisper.
6. How often is the cork-tree robbed of its thick bark ?
7. The bark is taken from the cork-tree every eighth year.
8. Please remember to look for it.
9. May I go with you ?
10. Stay here and study.

Copy the commands on your slate.

EXERCISE 2.

1. Copy I. and II., Chapters II., VIII., and XI.
2. Write a statement, an inquiry, and two commands.

LESSON II.

Stay here, brother John, and study.

Follow the same path, Mary.

Children, obey your parents.

Development Questions. — 1. To whom is each of the above commands given ? How do you know ? 2. Read each command, and leave out the word or words which show to whom the command is given. 3. By what marks are those words separated from the commands ?

III. The word or words which show to whom a command is given, or of whom a request is made, should be separated from the command by a comma or commas.

EXERCISE 1.

Use commas wherever needed in the following commands :—

1. Little children love one another.
2. Do not touch the nest Harry.
3. Hold fast Alice to all I give you.
4. Come pretty bird and live with me.
5. Show me your nest Bobolink.
6. Philip please look at me.
7. Sleep a little longer baby.
8. Sing your best song Canary before I go.
9. Tell me your full name Sarah.
10. Santa Claus do not forget Bertha.

EXERCISE 2. — (*Oral.*)

Arrange these words as commands :—

1. Walk, not, please, do, mother, fast, so.
2. The, while, shines, sun, make, hay.
3. Me, for, wait, Rachel.
4. Truth, always, the, without, speak, fear.
5. Leap, look, you, before.

Use these words in statements :—

1. Elephant, tusk, ivory.
2. Swallows, barn, eaves.
3. Leaves, green, summer.
4. Forests, parrots, South America.
5. Peacock, plumage, brilliant.

Use these words in inquiries :—

1. Your, lesson, learned.
2. Elephant, trunk, use.

3. Are, blossoms, trees.
4. Have, caught, fish.
5. Did, ball, play, recess.

EXERCISE 3. — (*Blackboard.*)

Copy this exercise and use a ., a ,,, an ?, and a capital wherever needed. Give a reason for using each.

1. where have you been margaret
2. sit in the sunshine Clara and study
3. the reindeer lives in cold countries
4. tell me boys for what the reindeer is useful
5. is the reindeer more useful than a horse
6. the flesh the milk and the fur are useful
7. can the reindeer draw the sled of his master
8. be kind to the reindeer, driver
9. what does the reindeer find to eat
10. the reindeer feeds on moss that grows under the snow.

EXERCISE 4.

1. Pronounce and write at dictation,—

prom-ise,	sword,	be-side,
in-stead,	even-ing,	be-neath,
um-brel-la,	soft-en,	scarce-ly,
to-wards,	fol-low,	e-nough,
hum-ble,	al-ways,	win-dow.

2. Use correctly to mark the vowels in the above,—

— the macron,	.. the di-ær-e-sis,
˘ the breve,	^ the circumflex accent.*

* See Appendix to Part I., page 187.

CHAPTER XII.

WORDS THAT EXPRESS ACTION.



LESSON I.

WHAT AN ACTION-WORD IS.

Preceded by oral lessons indicated in Teacher's Edition.

1. Supply words which tell what the following do:—

The cat ——.	A bird ——.	The wind ——.
The dog ——.	Stars ——.	A mouse ——.
A horse ——.	A fire ——.	The cars ——.

2. Tell who or what,—

— laughed.	— climbs.	— were crying.
— run and jump.	— crouches.	— was creeping.
— is reciting.	— chirp.	— flows.

Some words express action; as, *laughed*, *climbs*, *crying*.

3. Read the following, and mention the words which express action:—

His mother <i>smiled</i> .	<i>Walking</i> tires the child.
The baby is <i>crying</i> .	He shot a <i>flying</i> hawk.
<i>Skating</i> is a winter sport.	Amy <i>sews</i> neatly.

I. A word that expresses action is an *action-word*.

4. Fill the blanks in the following with action-words :—

(a) The fire — the room.	(a) The baby — and —.
(b) It — the ice.	(b) Clara bought a — doll.
(c) It — the wood.	(c) He — the — ball.
(d) It — the bread.	(d) — is forbidden.
(e) It — the clothes.	(e) — is a dangerous sport.

5. What is an action-word ? Copy five action-words from your Reader ; use two of them in inquiries, two in statements, and one in a command.

EXERCISE 1.

See Teacher's Edition.



LESSON II.

HOW AN ACTION-WORD MAY BE USED.

Preceded by oral lessons indicated in Teacher's Edition.

1. Mention the action-words in the following, and tell for what each is used :—

<i>prancing</i> steeds,	a <i>blazing</i> fire,
<i>falling</i> leaves,	a <i>flowing</i> stream.

2. How may an action-word be used ?

II. An action-word may be used before a name to describe what is named ; thus,

the <i>purring</i> kitten,	a <i>tolling</i> bell.
----------------------------	------------------------

3. Use each of the following action-words before a name to describe what is named :—

dancing, waving, ringing, roaring, crying,
cooking, writing, crouching, riding, drawing.

4. Use as many different action-words as you can to describe,—

a stream, waves, a flag, the snow,
a storm, the wind, a child, a horse.

5. Name something, and use a word that expresses action to describe it.

6. In what other way may an action-word be used ?

III. An action-word may be used in the first part of a statement to show *about what* the statement is made ; thus,

Coasting | is very dangerous.

Hunting | is their chief occupation.

7. Say something about,—

walking, skating, riding, cooking, rowing,
writing, singing, sewing, swimming, fishing.

8. Write five of your statements, and draw a line between the first part and second part of each.

9. Draw a line under the action-words in your statements, and tell how each is used.

10. Mention two other ways in which an action-word may be used.

IV. An action-word may be used *to state* or *to show what is stated* ; thus,

The children | write, They | are writing.

11. Tell how each action-word in the following statements is used :—

Boys <i>row</i> and <i>swim</i> .	The children <i>write</i> .
Fred is <i>whistling</i> .	They were <i>writing</i> .
Albert <i>catches</i> the ball.	Mary <i>comes</i> and <i>goes</i> .

12. Write three statements, and use in each an action-word that states something.

13. Write two statements, and use in each an action-word that merely shows what is stated.

EXERCISE 1.

Mention each action-word in the following, and tell for what it is used :—

1. The neighing horse is lonely.
2. A screaming eagle caught a flying hawk.
3. Did the bounding ball strike the barking dog ?
4. She cooks, and sweeps, and sews.
5. He was throwing and catching the ball.
6. The rolling waves came on.
7. Coming and going take time.
8. Did he see a trotting horse ?
9. Sweeping and dusting kept her busy.
10. Giving is good for the heart.

EXERCISE 2.

Copy the following groups of words, and fill the blanks with words which express action :—

1. The daughters — to school.
2. They — the rope and we — ball.
3. Was Duncan — the horse ?

4. A — dog never —.
5. Do not get on or off a — train.
6. — is a pleasant employment.
7. — and — are necessary work.
8. — machines were — and —.
9. Robinson Crusoe — a — bird.
10. The two little boys —.

 Review Lesson V., Chapter II., page 18.



LESSON III.

ABOUT ADDING *S* OR *ES* TO ACTION-WORDS.

Introduced by oral exercise indicated in Teacher's Edition.

1. Tell for what each action-word is used in the statements,—

Men work.	A man works.
Birds fly.	The bird flies.
Children laugh.	A child laughs.

2. Mention each action-word used in the above, and tell whether it states about one or more than one.

An action-word may state what one thing does ; as,

A leaf *fades*. The baby *cries*. Mary *guesses*.

An action-word may state what two, or more than two, do ; as,

Leaves *fade*. Mary and Jane *guess*. The babies *cry*.

3. Make a statement in which you use an action-word that states what only one does.

4. Change your statement so that the action-word will state what two, or more than two, do.

5. Tell what,—

— walk,	— swim,	— study,
— go,	— bark,	— fall,
— try,	— sneeze,	— wave.

6. What changes would you make in the statements just formed, so that each would be correct and yet state what only one does ?

We add *s* or *es* to a name to show that it means more than one; thus, one vine, one dish, one duty, one thief, several vines, two dishes, many duties, forty thieves.

V. We add *s* or *es* to an action-word when it states what but one thing does ; thus,

several build,	many carry,	two go,	six push,
one builds,	one carries,	one goes,	one pushes.

CAUTION. — *When an action-word is used with I or you to state what one does, neither s nor es should be added ; thus, I walk, not I walks ; You wish, not You wishes.**

EXERCISE 1. — (*Oral.*)

1. What does *s* or *es* show when added to a name ?
2. When do we add *s* or *es* to an action-word ?
3. Fill each blank in the following with an action-word which states what but one does :—

The bell — early.	My friend — every Tuesday.
The rose — in June.	The kitten — mice.
That lady — and —.	An industrious man —.

* See Caution, page 25.

4. Change the statements just formed so that each will state about more than one.
 5. Read,—

I write,

He writes,

We write,

You write,

She writes,

They write.

and tell in each case why *s* is, or is not, added to the action-word.

6. Correct,—

- (a) Judith and Amy goes to school.
- (b) The children studies diligently.
- (c) You hears what I says.
- (d) Straws shows which way the wind blows.
- (e) The molasses cover my plate.

CAUTION. — *Never add s or es to an action-word that states about more than one.*

EXERCISE 2.

State who or what,—

flows,	copies,	prays,	pinches,	roars,
burn,	goes,	watch,	mixes,	employs,
see,	come,	lodges,	flash,	travel,
replies,	suffer,	bites,	dance,	toil.

EXERCISE 3.

1. Speak the following names, so that each will mean more than one; tell what change you would make in writing each, and give the rule for spelling it,—

cloud,	wish,	six,	breeze,	dress,
sponge,	arch,	wolf,	lady,	valley.

VI. The rules for spelling action-words which state what but one thing does, are like the rules for spelling names that mean more than one;* thus,

- (a) To most action-words add *s* only; thus, see-s, build-s.
- (b) To *go* and *do* add *es*; thus, go-es, do-es.
- (c) To action-words which end in *s*, *z*, *x*, *ch* (soft), *sh*, or the sound of *j*, add *es*; thus, bless-es, buzz-es, fix-es, catch-es, rush-es lodg-es.†
- (d) When an action-word ends in *y* preceded by a consonant, change the *y* to *i* and add *es*; thus, carr-y, carr-ies; den-y, den-ies.
- (e) When an action-word ends in *y* preceded by a vowel, add *s* only; thus, play, play-s; enjoy, enjoy-s.

2. Speak and write each of these action-words as you would use it to state what but one thing does:—

bend,	reply,	toss,	grudge,	itch,	do,
grow,	employ,	brush,	march,	fix,	blaze.

3. To which action-words do we add *s* only? To which action-words do we add *es*?

4. Use each of the following words in a statement, (a) as the name of more than one; (b) as an action-word that states what but one does:—

stones,	flies,	kisses,	wedges,	studies,
watches,	rings,	shoes,	brushes,	skates.

* See XIV., page 66.

† When an action-word ends in silent *e* the final *e* is dropped before *es*; thus, *lodge + es = lodg-es*; *rise + es = ris-es*.

EXERCISE 4.

Use proper action-words to state what the following do :—

The rain,	He,	A miller,	Trees,
Smoke,	We,	Merchants,	Dogs,
Horses,	They,	Pupils,	You.

QUESTIONS FOR REVIEW.**A. — ORAL.**

1. What is an inquiry ? A statement ? A command ? A direct question ? An apostrophe ? A quality-word ? An action-word ?
2. Name an object in the room, and speak the words which express its qualities.
3. Tell what these words denote :—

John's, boys', children's, yours, their.

4. Tell what each of these words expresses, and what it shows :—

good,	better,	best.
short,	shorter,	shortest.
delicate,	more delicate,	most delicate.

5. Name something, and use an action-word to describe it.
6. Use an action-word, (*a*) as the first part of a statement, (*b*) to state what but one does, (*c*) to state what two, or more than two, do, (*d*) to show what is stated.
7. What change does it make in the meaning of a statement, (*a*) to take *s* or *es* from the action-word and add it to

the name ? (b) to cut off *s* or *es* from the name, and join it to the action-word ?

8. When should you add only the apostrophe ['] to denote possession ? When should you add 's ?
9. Speak five words which express qualities learned, (a) by hearing, (b) by seeing, (c) by touching, (d) by tasting, (e) by smelling.
10. Correct, and give the reason for each correction :—
 - (a) Has Rufus and Martha been here ?
 - (b) Was the children at the well ?
 - (c) Is Louise and Maria coming home ?
 - (d) He took hisn, his-self.
 - (e) This is the squarest and beautifullest figure.
 - (f) Our kites lodges and gets ruined.

B.—WRITTEN.

1. Write an inquiry, and a statement that is an answer to it.
2. Write the name of the mark used after an inquiry.
3. Write a command, (a) that orders something to be done, (b) that requests something.
4. Copy, and use the comma correctly in each :—

Come up Whitefoot.

My dear daughter are you ill ?

The moon is a large opaque body.

He was brave truthful modest and sincere.

5. Add *er* and *est*, or prefix *more* and *most* to,—

sharp,	big,	merry,	gay,	dishonest,
blue,	dry,	shy,	fragile,	truthful.

6. Write each of the following action-words as you would use it to state what but one does :—

go,	pass,	freeze,	thresh,	cry,
run,	tax,	clutch,	dodge,	stay.

7. Write each of these names, (a) to mean more than one, (b) to mean but one and denote possession, (c) to mean more than one and denote possession :—

boy,	child,	sheep,	wolf,	mouse,
ox,	church,	lady,	parrot,	city.

8. Copy the following, and fill the blanks with words used instead of names :—

- (a) —— am going with —— sister.
- (b) —— found —— slate.
- (c) Have —— seen —— friends ?
- (d) —— have lost —— books and —— have found ——.
- (e) It wants —— mother.

9. Write, (a) a statement in which you use a series of quality-words, (b) an inquiry in which you use a series of names, (c) a command in which you use a name, a quality-word, and an action-word.

10. Fill the blanks in the following with action-words, and tell for what each is used :—

— is the first exercise.

They were — in the park.

Watch the — ball.

The earth —.

The sun and stars —.

CHAPTER XIII.

WORDS THAT SHOW HOW, WHEN, OR WHERE.

LESSON I.

WORDS THAT SHOW *HOW* AN ACTION IS PERFORMED.

Introduced by oral exercise indicated in Teacher's Edition.

Development Questions.—1. Copy the following statement:—

Eagles fly swiftly.

2. Read the first part of the statement. What does the first part of a statement show? What does the second part of a statement show? 3. Which word states what eagles do? What does the word *fly* express in this statement? 4. What does the word *swiftly* show?

I. A word may be used to show *how* an action is performed.

1. In each of the following, mention the word which expresses action, and tell which word shows how the action is performed :—

(a) Herman walks fast. (c) He speaks distinctly.
(b) Lucy writes well. (d) She sews neatly.

2. In the following, fill the blanks with words used to show how actions are performed:—

(a) The man works ____.
(b) Amelia writes ____.
(c) The boys walk ____.
(d) They study ____.

Words that show how an action is performed generally end in *ly*.

EXERCISE 1.

Use in statements, commands, or inquiries, —

neatly,	hastily,	plainly,	skilfully,	fast,
truly,	carelessly,	firmly,	noiselessly,	well,
quickly,	wisely,	beautifully,	easily,	quietly.

HOME TASK.

Observe the actions of persons and things that you see, and try to use with the word that expresses each action a word that shows how that action is performed.

EXERCISE 2.

Use ten words that express action, and with each a word that shows how the action is performed; thus, *move quietly*, *eats greedily*, *playing boisterously*.

CAUTIONS. — 1. *Do not use a quality-word to show how an action is performed*; as, She writes good, *for* She writes well; He studies diligent, *for* He studies diligently.

2. *Do not use a word that shows how an action is performed when you need merely to express a quality*; as, She looks prettily, *for* She looks (is) pretty; He is nicely, *for* He is well.

EXERCISE 3.

See Teacher's Edition.

 Review Lesson I., Chapter V., page 40, and Lesson II., Chapter X., page 82.

LESSON II.

ANOTHER USE OF THE COMMA.

See Teacher's Edition.

The snow falls slowly, silently.

Does he speak promptly and distinctly ?

Struggle bravely, patiently, and hopefully.

1. Read the above groups of words ; in each, mention the words which show how an action is performed ; notice the commas used ; see if you can tell why each comma is used.
2. In the above, mention two words not separated by a comma which show how an action is performed. What is used between them ?

II. Words used to show how an action is performed should be separated by a comma, unless the word *and* be used between them.

NOTE. — *The word and is sometimes used after the comma before the last word of a series of words that show how an action is performed.*

EXERCISE 1.

Copy the following ; draw a line under each word which shows how an action is performed ; and insert a comma wherever one should have been used :—

1. He is working neatly skilfully swiftly.
2. Will they act justly wisely and generously ?
3. Gather violets lilies crocuses and bluebells.

4. We want a neat patient and quick workman.

5. Charles Henry Mitchell

278 Vermont Avenue

Utopia

Oregon.

EXERCISE 2.

1. Copy from your Reader, or a story-book, five words which show how actions are performed.
2. Use in a statement, inquiry, or command one or more words that show how an action is performed.
3. In the following, supply words which show how actions are performed, and insert commas where they should be used :—

- (a) The good lady spoke — and — to him.
- (b) They treated us — — and —.
- (c) The horses ran — — —.
- (d) Study — — and —.
- (e) We play — and — and work —.

LESSON III.

WORDS THAT SHOW *WHEN* OR *WHERE* AN ACTION IS PERFORMED.

See Teacher's Edition.

They go *often*.

We ride *occasionally*.

You came *early*.

Go *now* and return *to-morrow*.

III. A word may be used to show *when* an action is performed.

1. Use correctly, to show *when* an action is performed,—
then, rarely, late, to-day, seldom,
again, soon, presently, always, already.
2. In the following, mention each action-word with the word
that shows the time of the action :—
 (a) The paper is published daily.
 (b) Is the magazine issued monthly ?
 (c) Leave the room instantly.
 (d) I learned lately that he never saw you.
 (e) Hereafter, we will write frequently.
3. Use in a statement, inquiry, or command a word that
shows when an action is performed.
4. What do the words *here*, *there*, *away*, and *everywhere* show
in,—

We are sitting *here*.

The bird flew *away*.

You are standing *there*.

The sun shines *everywhere*.

IV. A word may be used to show *where* an action is performed.

5. In the following, mention each action-word, and with it
the word that shows the place of the action :—
 (a) Did he walk around ?
 (b) We saw him running yonder.
 (c) Come hither.
 (d) They were standing together.
 (e) Watch the people passing by.
6. Use in a statement, inquiry, or command a word that
shows *where* an action is performed.

EXERCISE 1.

Copy the following, and draw a line under every word that shows *how*, *when*, or *where* an action is performed :—

1. Meanwhile they wait here patiently.
2. Does the water flow above continually ?
3. Do not play there to-day.
4. Has he gone below already ?
5. The birds are still singing yonder.
6. Does he write legibly now ?
7. Always speak distinctly and truthfully.
8. Shall you go there often ?
9. He rode by gracefully yesterday.
10. The wind blows gently everywhere to-day.

EXERCISE 2.

(*where?*) (*when?*)

1. The hunter shot the rabbit ____ ____.

(*how?*) (*when?*)

2. Go with him ____ ____.

(*where?*) (*how?*) (*when?*)

3. Did they meet ____ ____ ____ ?

(*how?*) (*when?*)

4. Their youngest child died ____ ____.

(*how?*) (*when?*) (*how?*)

5. They speak ____ and we can ____ hear ____.

EXERCISE 3.

See Teacher's Edition.

CHAPTER XIV.

EMOTION-Words AND THE EXCLAMATION.

LESSON I.

EMOTION-Words AND THE EXCLAMATION-POINT.

Preceded by oral lesson indicated in Teacher's Edition.

Hurrah !	Pshaw !	Hark !
Oh !	Ah !	Welcome !
Look !	Good !	Alas !

Surprise, joy, sorrow, disappointment, contempt, fear, and feelings like these, are called *emotions*.

A word that expresses emotion may be called an *emotion-word*; as, Rejoice! Woe! Help!

Sometimes two or more words are used to express an emotion; as, Oh dear! Poor old man! My long lost friend!

I. An exclamation-point [!] should be placed after a word or words used to express emotion; thus, Woe! Woe is me!

II. When the letter O is used to express emotion, it should be a capital, and a comma should be placed after it; thus,—

Q, look at the sun!

EXERCISE 1.

Fill the blanks in the following with a word or words used to express emotion:—

1. — I hear some one coming.
2. — we are too late to save him.
3. — are you there ?
4. But —, I cannot go !
5. He — will forget your kindness.

In the following, copy the words used to express emotion :—

1. O, look ! here is the nest.
2. Poor bird ! I wonder where she is.
3. Pshaw ! my pen is broken.
4. Hark ! did the bell ring ?
5. Ah me ! I cannot go.

LESSON II.

THE EXCLAMATION, AND HOW IT IS WRITTEN.

See Teacher's Edition.

1. Speak each of the following groups of words so that it will *express emotion* :—
 - (a) How happy we shall be !
 - (b) O, he is a cruel boy !
 - (c) How could I help it !
 - (d) What a cold day it is !
 - (e) There he goes ! Do look at him !

III. A group of words that expresses emotion is called an exclamation.

2. Copy two exclamations from your Reader, and tell what emotion each expresses.

3. Speak or write an exclamation.
4. How should an exclamation be written ?

IV. An exclamation should be commenced with a capital letter and followed by an exclamation-point ; thus,—

He is dead ! What could I do ! Listen to me !

5. Write two emotion words.
6. Write two exclamations.
7. Make these marks, and write the name of each :—

• — ^ , ! ? ' á á

NOTE. — *The ? was first written ♀ from the first and last letter of Quaestio, which means question.*

The ! was first written I from the word Io, which expresses joy.

Through carelessness the ♀ has become ? and the I has become !. You must take care not to confuse them.

Always use the ? after an inquiry, and the ! after an exclamation.

EXERCISE 1.

1. Make exclamations of these words :—

- (a) Paper, here 's, morning, your.
- (b) The, blow, hark, hear, wind.
- (c) Polly, a, poor, wants, Polly, cracker.
- (d) Me, alone, please, let.
- (e) Strike, the, did, clock.

2. Copy the emotion-words and exclamations found in this exercise :—

- (a) Hey, Willie Winkle ! are you coming there ?

- (b) We saw the sun rise !
- (c) Hush ! my babe, lie still and slumber.
- (d) Look at me, Philip !
- (e) Who would ever have believed it !

3. Write a statement, an inquiry, and a command.

4. Draw one line under the words in your statement that show about what the statement is made, and two lines under the words which show what is stated.

EXERCISE 2. — (*Dictation.*)

EXERCISE 3. — (*Review.*)

Write :—

1. Your initials and your address.
2. A statement about yourself.
3. An inquiry in which you use *are*, *were*, or *have*.
4. A statement in which you use *a series of words*.
5. The name of, (a) a person, (b) a place, (c) a thing, (d) a material, (e) a part of something.
6. A proper name and a common name.
7. A name that means more than one, and denotes possession.
8. A command in which you use the name of the one commanded.
9. An action-word, a quality-word, and an emotion-word.
10. An exclamation in which you use a word that shows how an action is performed.

CHAPTER XV.

MORE TO LEARN ABOUT WORDS.



LESSON I.

Preceded by exercise indicated in Teacher's Edition.

A word may be made up of two or more words ; as, sail-boat, brother-in-law.

A word made up of two or more words is called *a compound word*.

1. Tell of what words each of these compound words is made up :—

light-house, mother-in-law, cork-tree.

The little mark (-) placed between the parts of a compound word is called a *hyphen*.

2. Describe a hyphen. Tell the name and use of the little mark in these cases :—

ā, 8 — 4, saw-mill.

3. How can you tell the hyphen from the dash ?
4. Find in your Reader, and copy, two compound words.
5. Make as many compound words as you can from,—

ice,	top,	boat,
maker,	sail,	house.

NOTES. — 1. When a compound word is used very much, the hyphen is dropped ; as, upon, workman, fireside.

2. In oral spelling and in reading words from your slate mention the hyphen as if it were a word or letter ; thus, sail-boat (*hyphen*), or s-a-i-l hyphen b-o-a-t, sail-boat.

EXERCISE 1.

In the following, mention each compound word ; tell of what words it is made up ; tell what it means ; and spell it orally, so that there could be no mistake in writing it :—

1. “An Owl and a Pussy-cat went to sea,
 In a beautiful pea-green boat.”
2. Jack-Frost wears a three-cornered hat.
3. The shoemaker’s watch is a good time-keeper.
4. Your well-bred sailor was sea-sick before breakfast.
5. Make believe that you are a run-away.
6. Copy the blue-bells and draw a four-sided figure.
7. Is the carving-knife on the table ?
8. Welcome to our old-fashioned fireside !
9. By moonlight it is sea-green.
10. It was a heart-breaking separation !

EXERCISE 2.

1. Read these words, and tell what kind of a word each is :—

rainbow,	milk-white,	overlook,
washtub,	clear-toned,	heart-rending,
grandfather,	dark-eyed,	whitewash,
gentleman,	rosy-cheeked,	withdraw.

2. Use each quality-word in the above list before the name of something which has the quality it expresses.
3. Use the action-words in statements or commands.
4. Use the names in exclamations or inquiries.
5. Mention a compound word that you have seen or heard; tell of what words it is made up, and how it should be written.

LESSON II.

WORDS WHICH SHOW POSITION OR RELATION.

Preceded by oral lessons indicated in Teacher's Edition.

Words like *here*, *there*, *yonder*, show just where an object is, or an action is performed; thus, *The book is here*. *The slate is there*. They are *playing yonder*.

Some words (as, *by*, *in*, *through*, *over*) show the position of an object or action with regard to something else; thus,

The chair is <i>by</i> the stove.	A horse ran <i>through</i> the lane.
The pencils are <i>in</i> the box.	He is running <i>over</i> the bridge.

1. Mention the objects, or actions, whose position with regard to something else is shown in the following:—

that box <i>beside</i> the door,	singing <i>at</i> the concert,
a stool <i>under</i> the table,	looking <i>toward</i> the sunset,
the rope <i>around</i> the bundle,	walked <i>across</i> the street,
two pictures <i>in</i> the book,	rode <i>into</i> the country,
the young lambs <i>with</i> the sheep,	slides <i>down</i> the hill.

2. Mention the words which, in the above, show the place, or position, of objects or actions with regard to something else.

A word which shows the place, or position, of one thing with regard to another, is said to show the *relation* of one thing to another.

3. In the following, mention the words which show the relation, (a) of one object to another, (b) of an action to an object:—

at on
by near

A child behind the door. Standing under the bridge.
before beyond
beside above

I. A word which shows the relation of one thing to another is a relation-word.

4. Learn to pronounce, spell, write at dictation, and use correctly, the following relation-words :—

above, before, between, out of, toward,
among, below, in, over, with,
around, beneath, into, through, under,
at, beside, on, to, upon.

5. What is a relation-word ? Mention a few relation-words.
6. Use suitable relation-words to show.—

- (a) the position of one object with regard to another,
- (b) the relation of an action to an object.

LESSON III.

See Teacher's Edition.

Learn to pronounce, spell, write at dictation, and use correctly the following :—

NAMES GIVEN TO
MEN OR BOYS.

father,
husband,
son,
brother,
grandfather,
grandson,
uncle,
nephew,
bachelor,
bridegroom,
widower,
gentleman,
sir,
landlord,
man-servant,
actor,
host,
hero,
prophet,
wizard,

NAMES GIVEN TO
WOMEN OR GIRLS.

mother.
wife.
daughter.
sister.
grandmother.
granddaughter.
aunt.
niece.
maid *or* spinster.
bride.
widow.
lady.
madam.
landlady.
maid-servant.
actress.
hostess.
heroine.
prophetess.
witch.

LESSON IV.

To be studied with the Teacher.

1. As you read the following statements,—

- (a) Separate each statement into its two parts ;
- (b) Mention the word that states in each statement ;
- (c) Tell which words express action ;
- (d) Tell when the action is, or was, performed :—

I <i>go</i> now.	I <i>come</i> now.
I <i>went</i> yesterday.	I <i>came</i> yesterday.
I <i>have gone</i> often.	I <i>have come</i> often.
I <i>had gone</i> then.	I <i>had come</i> then.
I <i>do</i> this now.	I <i>see</i> that now.
I <i>did</i> this yesterday.	I <i>saw</i> that yesterday.
I <i>have done</i> this often.	I <i>have seen</i> that often.
I <i>had done</i> this then.	I <i>had seen</i> that then.

2. Use the action-words in the above, and fill the blanks in the following correctly :—

I ____ that to-day.	I ____ at the time.
I ____ it recently.	I ____ a while ago.
I ____ this frequently.	I ____ frequently.
I ____ that before.	I ____ every day.

3. Use as the first part of each of the above statements :—

We,	You,	They,	The people.
He,	It,	She,	A person.*

* Remember that after any word (except *I* or *you*) which means but one, *have* should be changed to *has*, and *s*, or *es*, should be added to an action-word that states.

4. Correct,—

I seen the boy.	I have went.	He has saw.
I done the work.	We had came.	It was did.

CAUTIONS. — 1. **Came, went, did, and saw** should never be used with has, have, had, was, or were

2. **Done, seen, and gone** should never be used without has, have, had, was, were, or some word that states.

5. Correct,—

- (a) He would have went with you.
- (b) They seen the danger.
- (c) I done it before you came.
- (d) We have saw that you done well.
- (e) He had come before it was did.

EXERCISE 1.

saw,	went,	seen,	heated,
did,	came,	done,	climbed.*

Use one of the above words correctly wherever there is a dash in the following:—

1. They have — the young birds.
2. We — the mother bird too.
3. The things were — when you —.
4. He — his work well.
5. Gertrude and Winifred — before I —.
6. The man — the iron before he — the ladder.
7. James has — the sea-gulls.

* There are no such words as *het* and *clumb*, sometimes used for *heated* and *climbed*.

8. Mary and Scott — a shark.
9. The sailor — the mast, and — not fall.
10. Sarah was gone when Ellen —.

EXERCISE 2.

Use correctly in a statement,—

go,	see,	do,	come,
went,	saw,	did,	came,
have gone,	has seen,	had done,	have come.

EXERCISE 3.

Preceded by oral lesson indicated in Teacher's Edition.

Use correctly *sit*, *set*, *lie*, *lay*, *rise*, or *raise*, wherever there is a dash in the following:—

1. They — under the trees.
2. — the things on the table.
3. Planters — cotton and tobacco.
4. Shall you — early?
5. — the rug on the grass, and — in the sunshine.
6. Fog and smoke — higher than this.
7. When the water rises will it — the boats?
8. — here and — your head on the cushion.
9. Now I — me down to sleep.
10. He — *himself* down in the chair.
11. The nurse — the child on the floor.
12. They — the hens on duck's eggs.
13. The hens — on the eggs.
14. — by me, and do not — until you are rested.
15. Will the cat — in front of the fire?
16. — the ball on the carpet before her.
17. — on the couch, and I will — this robe over you.

18. We — our garments by, and — down to pleasant dreams.
 19. — the curtain and let us see the sun —.
 20. — that out-of the way, and you can — nearer the window.

NOTE. — *In the above exercise the word put will make good sense wherever set or lay has been correctly used. Except in speaking of vegetable products, the word lift will usually make good sense when the word raise is correctly used.*

EXERCISE 4.—(Oral.)

Tell what each of the following means, and use each correctly in a statement, inquiry, command, or exclamation :—

sit,	lie,	rise,	hero,	bridegroom,
set,	lay,	raise,	heroine,	bride,
		return,	advance,	continue.

CAUTION. — *Do not say "rise up," "return back," "advance forward," or "continue on"; for rise means get up, return means turn back, advance means go forward, and continue means go on.*

EXERCISE 5.—(Oral.)

sit,	lie,	rise,	set,	lay,	raise.
------	------	-------	------	------	--------

In the following, fill each blank correctly with one of the above words :—

— means *take a seat*, or *occupy a seat*; thus,—
 — and rest. I — by the window.

— means *put*, or *fix*, (something) in place ; thus, —

— the pitcher on the table.

The stone was — by a jeweler.

— means *recline* (on a bed, couch, or other resting-place), or *occupy a fixed position* ; as, —

— here and rest. I will — on the lounge.

The islands — outside the harbor.

— means *put* (something) *down* ; thus, —

— the book on the table.

I will — the carpet to-morrow.

The rain may — the dust.

— means *get up*, or *ascend*, or *become higher* ; thus, —

— early. Balloons — rapidly.

Rivers — in the spring.

— means *lift* (something) *up*, or *cause* (vegetables, &c.) *to grow* ; as, —

— your hand. Farmers — corn and wheat.

EXERCISE 6.

To be studied with the Teacher.

1. In these statements, mention the words that express action ; tell when the action is or was performed ; tell the meaning of each action-word used :—

I *sit* here now. I *set* the things there now.

I *sat* here yesterday. I *set* them there yesterday.

I *have sat* here often. I *have set* them there often.

I *had sat* here then. I *had set* them there before.

I <i>lie</i> here every day.	I <i>lay</i> the books here now.
I <i>lay</i> here yesterday.	I <i>laid</i> them there yesterday.
I <i>have lain</i> here often.	I <i>have laid</i> them yonder often.
I <i>had lain</i> here an hour.	I <i>had laid</i> them here before.
I <i>rise</i> early now.	I <i>raise</i> my hand now.
I <i>rose</i> early yesterday.	I <i>raised</i> my hand awhile ago.
I <i>have risen</i> early.	I <i>have raised</i> my hand often.
I <i>had risen</i> then.	I <i>had raised</i> my hand then.

2. Use each of the above action-words correctly, in a statement, inquiry, or command.
3. In what two ways may the word *lay* be used correctly?
4. Which of the above action-words show what the one acting does to some other object?
5. Correct,—

(a) Lay down and rest.	(f) He lay them there.
(b) I laid on the lounge.	(g) He has went without me.
(c) I had laid there an hour.	(h) You seen the mistake.
(d) I have set up twice.	(i) We come last week.
(e) He sat the things down.	(j) The boys is here.

EXERCISE 7.

See Teacher's Edition.

Correct,—

1. Don't tell nobody.
2. I was n't there neither.
3. Say nothing to no one.
4. He would n't go nowhere.
5. They never said nothing.

REVIEW AND TEST EXERCISES.

EXERCISE 1.—(*Oral.*)

Use the following words correctly, and tell what kind of a word each is:—

Francis,	I,	leather,	my,	running,
Pittsburg,	soon,	felly,	oxen's,	toward,
piano,	here,	June,	rough,	strikes,
boat-house,	quickly,	hurrah!	brave,	nephew.

EXERCISE 2.—(*Blackboard.*)

1. Make these marks, and write the name of each:—

? ! . — ^ — ,

2. Write an example in which you use each of the above marks correctly.
 3. Mark the vowels in these words:—
 man, mane, far, care, saw.
 4. Name the marks used above the vowels, and tell what each mark shows.
 5. Use the proper marks to show what corrections should be made in,—

the boys Father lives onn Girard avenue.

EXERCISE 3.

1. Write your full name, and your initials.
 2. Write the name of,—

a person,	a thing,	a part of an object,
a place,	a material,	an action.

3. Mention a suitable proper name for,—

a horse,	a month,	a sled,	a street,
an engine,	a day,	an ocean,	a dog,
a river,	a star,	a country,	a mountain.

4. How should a proper name be written?

5. Write correctly, and give a reason for each correction made,—

Indian ocean,	Central park,	Cascade avenue.
---------------	---------------	-----------------

EXERCISE 4.

1. Write each of these names so that it will mean more than one:—

table,	bench,	box,	adz,
moss,	wish,	leaf,	cannon,
deer,	chimney,	scissors,	tooth,
hose,	solo,	echo,	copy.

2. Give the rule for spelling each word to which you added *s* or *es*.

EXERCISE 5.

Correct all the mistakes in the following:—

1. frank and me was laughing hearty.
2. has albert and judith ever been to south america
3. they gets on the cars and goes to rochester, cleveland and chicago.
4. The boy o where was he
5. Mens' and boy's clothing for sale.
6. Her and I set at the window and seen them pass.
7. Him and me had came before you returned back.
8. He is nicely and she looks handsomely.

9. It is perfecter and transparenter than yourn.
10. I laid on the lounge a hour.

EXERCISE 6.

1. Write, and dictate the spelling of, a compound word.
2. Use correctly, and tell for what each is used, —

I,	you,	she,	we,	
my, or mine,	your, or yours,	her, or hers,	our, or ours.	
he,	it,	they,	this,	these,
his,	its,	their, or theirs,	that,	those.

EXERCISE 7.

Use correctly in a statement, or in an inquiry, —

is,	was,	has,	sit,	lie,	rise,
are,	were,	have,	set,	lay,	raise,
see,	go,	do,	does,	sat,	rose,
saw,	went,	did,	came,	lain,	raised,
seen,	gone,	done,	comes,	laid,	risen.

EXERCISE 8.

Turn to Lesson — in your Reader; look at the words used, and make a list, —

1. of the names,	6. of the words that show <i>how, when, or where,</i>
2. of the words used in- stead of names,	7. of the action-words that state,
3. of the quality-words,	8. of the action-words that name or describe.
4. of the emotion-words,	
5. of the relation-words,	

SUMMARY — (*Continued*).*

See Teacher's Edition.

XV. A group of words may be { 1. a statement.
 2. an inquiry.
 3. a command.
 4. an exclamation.

XVI. A word may be used { 1. as a name ; thus, *box*, *Albert*.
 2. instead of a name ; as, *I*, *his*.
 3. to express a quality ; as, *brittle*.
 4. to express action ; as, *running*,
 runs.
 5. to express emotion ; as, *O*, *alas!*
 6. to show how ; as, *well*, *rapidly*.
 7. to show when ; as, *to-day*, *never*.
 8. to show where ; as, *there*, *yonder*.
 9. to show relative position ; as, *at*,
 toward, *from*, *beside*, *over*.

XVII. A word may be the name of { 1. a man or boy ; as, *uncle*,
 nephew, *landlord*.
 2. a woman or girl ; as, *aunt*,
 niece, *landlady*.

XVIII. Possession may be denoted { 1. by adding the 's to a name ;
 thus, *boy's*, *men's*.
 2. by adding the ' only to a
 name ; thus, *boys'*.
 3. by using a word instead of
 the name ; thus, *my*, *your*.

XIX. A word which expresses { 1. that one of two things has more
 than the other of the quality
 expressed ; thus, *taller*, *heavier*,
 more beautiful.
 2. that one of several things has
 more than any one of the others
 of the quality expressed ; thus,
 tallest, *heaviest*, *most beautiful*.

* For I. to XIV. (inclusive), see pages 65 and 66.

XX. To spell quality-words correctly when *er* or *est* is added

XXI. A word that expresses action may be used

XXII. An action-word may state

XXIII. To show that an action-word states what only one does

- 1. drop final *e* before *er* or *est*; thus,
true + er = tru-er.
- 2. double a final consonant when it has a single vowel before it; thus, *red + er = red-der.*
- 3. when final *y* has the sound of *i* change it to *i*; thus, *pretty, prettier.*
- 4. remember to change *y* to *i* in adding *er* or *est* to *dry*; thus, *dry, drier, driest.*
- 1. to describe; as, *running* water.
- 2. to name; as, *Running* is tiresome.
- 3. to show what is stated; as, The water is *running*.
- 4. to state; as, Water *runs.*
- 1. what but one does; as, The bird *flies.*
- 2. what two, or more than two, do; as, The birds *fly.*
- 1. usually add *s*; thus, *sits, comes, looks.*
- 2. to *go* and *do* add *es*; thus, *goes, does.*
- 3. to action-words which end in *x, z, s, ch* (soft), *sh*, or the sound of *j*, add *es*; thus, *fixes, freezes, presses, hitches, crashes, dredges.*
- 4. when final *y* has a consonant before it, change the *y* to *i* and add *es*; thus, *pity, pities, supply, supplies.*
- 5. add *s* only to an action-word that ends in *y* with a vowel before it; thus, *stay-s, survey-s.**

* See Caution 1, page 136.

NOTE. — When an action-word ends in *e*, the final *e* is dropped before *es*; thus, *glaze + es = glaz-es*.

XXIV. *Is, was, has, and does* inquire of one. *Are, were, have, and do* inquire of more than one.

XXV. A word may be used to show the relation between {
 1. objects; as, men *at* the anvil.
 2. an action and an object; as, walking *through* the yard.

XXVI. Use a capital for {
 1. the first letter of an inquiry.
 2. the first letter of a command.
 3. the first letter of an exclamation.
 4. the word *O*.

XXVII. Use {
 1. a . after a command.
 2. an ? after an inquiry.
 3. an ! after an exclamation.
 4. an ! after a word, or words, used to express emotion.

XXVIII. Use a comma {
 1. to cut off the word, or words, that show of whom a question is asked.
 2. to cut off the word, or words, that show to whom a command is given.
 3. after the word *O*.
 4. when *and* is omitted between two quality-words.
 5. when *and* is omitted between two words that show how an action is performed.

XXIX. Use a hyphen (-) between the parts of a compound word; thus, *father-in-law*.

CAUTIONS. — 1. *Do not add s or es to an action-word used with I or you to state what one does.*

2. *Do not use has, have, or had, before did, went, or came.*

3. *Do not use seen, gone, or done, without has, was, have, had, or some word that states.*

CHAPTER XVI.

LETTER WRITING.

LESSON I.

THE PARTS OF A LETTER.

Preceded by oral lessons and blackboard exercises indicated in Teacher's Edition.

I. The Parts of a letter are {
1. the heading,
2. the address,
3. the salutation,
4. the body,
5. the subscription.

1. Turn to the letters found on pages 141 and 142, and read,—
 - (a) the heading of each letter,
 - (b) the address of each letter,
 - (c) the salutation of each letter,
 - (d) the body of each letter,
 - (e) the subscription of each letter.
2. What does the heading of a letter show?

The heading shows where and when the letter was written; thus,

*Detroit, Michigan,
June 10, 1880.*

3. What does the address of a letter show ?

The address shows to whom the letter is written, and to what place it should be sent; thus,

Mrs. M. W. Rogers,
New Albany,
Indiana.

4. What is the superscription of a letter ?

When the address is written on the envelope (*ĕn'-ve-lōpē* or *ĕn-vĕl'-op*) it is called the superscription.

5. What does the word *superscription* mean ?

Superscription means that which is written above.

6. What does the word *subscription* mean ?

Subscription means that which is written under.

7. Of what is the subscription of a letter made up ?

The closing words of esteem, and the name of the writer, make up the subscription of a letter ; thus,

I am, dear Sir,
Very truly yours,
Abraham B. Cutler.

NOTE.—*The name signed by the writer is called his signature.*

8. What is the salutation of a letter ?

The greeting is called the salutation ; as,

My dear Mother, — Sir : — Esteemed Friend, —

9. What is the body of a letter ?

All that part of the letter between the salutation and the subscription is called the body of the letter.

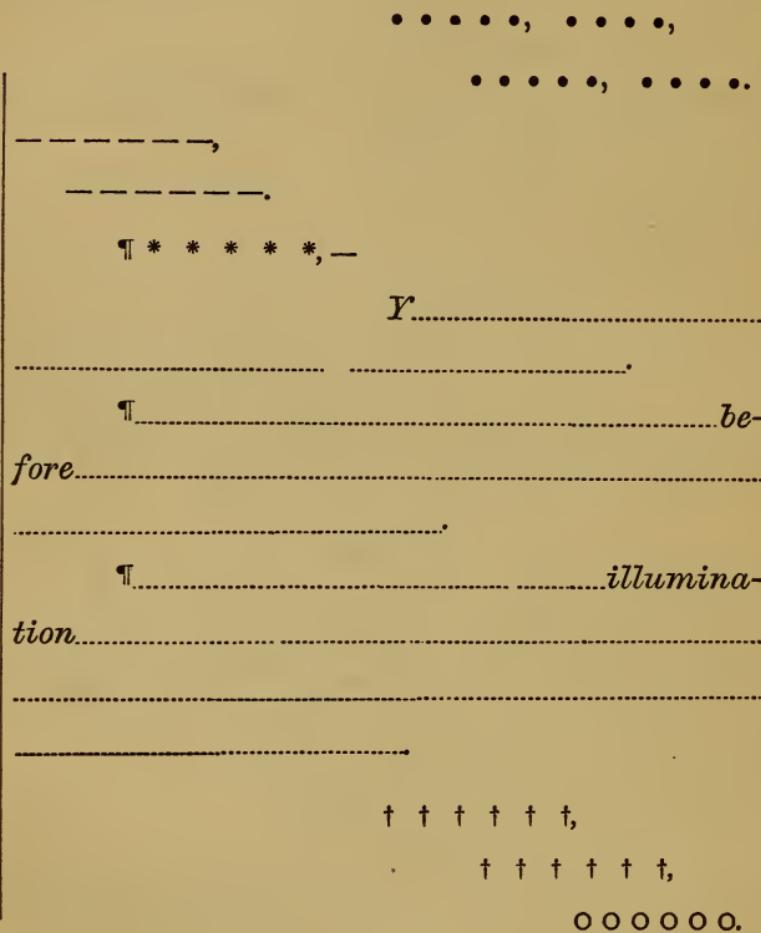
CAUTIONS.— 1. *There should be something on every letter to show,—*

- (a) *To whom the letter is written, and to what place it should be sent.*
- (b) *By whom the letter is written, and to what place an answer may be sent, or the letter returned.*

2. *The heading, signature, address, and superscription of a letter cannot be written too plainly.*

EXERCISE 1.

1. Copy the diagram of a letter on the next page.
2. Name the parts of a letter shown in the diagram.
3. Write on your slate the name of each part of a letter, beside the picture of that part.
4. What else is shown in the diagram ?
5. Mention two uses of the hyphen.
6. What does this (¶) show ?
7. Find a story in your Reader, and tell how many paragraphs it contains. How do you know ?
8. If the paragraphs were not numbered, how could you tell where a new paragraph begins ?
9. When should a new paragraph be formed in a story or a letter ?
10. Tell how many paragraphs there are in each of the letters found on pages 141 and 142. ,



KEY TO THE DIAGRAM.

• • • •, the heading,	— — —, the address,
* * *, the salutation,	....., the body,
† † †, the subscription,	○ ○ ○ ○, the signature.

Washington, D. C.,

May 5, 1881.

My dear Friend,—

Your letter of April 20th was duly received.

We are all sorry that you had to leave school. We spoke of you often yesterday, and wished that you were with us.

Our May Day picnic was held in a large grove just outside of the city. We gathered some beautiful wild-flowers for our lesson this morning.

The teacher and all your friends in school join me in wishing you a pleasant vacation.

Hoping that you are already better, and will be able to write to me often, I am,

Very truly, your friend,

Helen Parsons.

Miss Ellen Fletcher,

123 Cascade Avenue,

Denver, Colorado.

A BUSINESS LETTER.

Vicksburg, Miss.,

June 19, 1880.

John L. Shorey,
36 Bromfield St.,
Boston, Mass.

Sir, — Enclosed please find \$2.00 for one subscription to "The Nursery," to begin with the number for July, 1880, and one subscription to "Baby-Land," to begin at the same date.

Please send the magazines to
Miss Bertha Beach,
Wayne, Adams Co.,
Ohio.

LESSON II.

ABOUT PARAGRAPHS AND MARGINS.

Preceded by oral instruction. — See Teacher's Edition.

1. What is a margin? Of what use is a margin in a book? A letter?

- 2 In writing a letter; how many, and what, margins should be allowed?

Two; a margin of one inch and a half, or four centimeters, at the top, and a margin of more than half an inch at the left.

3. What is a paragraph? A stanza? A verse?

4. How often should a paragraph be made in a letter?

5. How do we mark the beginning of a new paragraph?

6. What is a paragraph margin?

The space allowed between the left margin and where the new paragraph begins is the *paragraph margin*.

7. How wide should the paragraph margin be?

The paragraph margin should be one inch, or two and a half centimeters, in width. The first word of every paragraph should begin just under the first word of the paragraph above, and the spaces between the left margin and the initial of each paragraph should be equal.

EXERCISE 1.—(*Blackboard.*)

Draw a diagram of a letter which will show, (a) the top margin; (b) the left margin; (c) the paragraph margin; (d) how many paragraphs there are in the letter, and where each ends; (e) the parts of the letter.

 Turn to page 184, and learn the meaning of the words *abbreviate* and *abbreviation*.

EXERCISE 2.

1. Turn to the Appendix to Part I., page 186, and learn the meaning of, and how to write, the following:—

A. D.	B. C.	inst.	P. O.	St.
Ave.	Co.	No.	prox.	ult.
2. Learn to write the abbreviations of the names of months and the names of days.

EXERCISE 3. — (*Blackboard.*)

1. Write the name of the place in which you live.
2. Write the name of the county in which you live.
3. Write the abbreviation used for the word *county*.
4. Write the name of the State in which you reside.
5. How is the name of your State abbreviated? Write the abbreviation very plainly.
6. Write the name of this month. Write the abbreviation used for the name of this month.
7. How many days are there in this month? Show in figures what day of the month this is.
8. Show in figures what year this is.

**A.—THE HEADING OF A LETTER.****LESSON I.****THE ITEMS OF THE HEADING.**

See note, Teacher's Edition.

1. What part of a letter is the first to be written?
2. What should the heading of a letter show?

I. The heading should show { 1. where the letter was written,
 2. when the letter was written.
3. What items would you use for the heading of a letter to
 be written from here to-day ?

CAUTION 1. — *If a letter be written from a place that is not very large and very well known, the heading should give the name of the place, the name of the county, and the name of the State; thus,*

Moravia, Cayuga County,
New York, June 17, 1889.

4. What items would form a correct heading for a letter to be written to-morrow from your home ?

CAUTION 2.—*If an answer is to be sent to the place from which the letter is written, the heading should give in full the address of the writer; thus,*

68 Boylston St., Boston,
January 1, 1880.

Or,

P. O. Box 327, Baltimore,
October 13, 1883.

Or,

International Hotel, Denver,
Colorado, December 4, 1885.

Or,

Brockport, Monroe Co.,
New York, Jan. 5, 1887.

5. What items would form a correct heading for a letter to be written next Christmas from the largest city in your State?

CAUTION 3. — *There are many places in the United States which have the same name; as, Rochester, Jackson, Newark, Washington. In writing from any such, even though it be a large and well-known city, be careful to add the name of the State; thus,*

Rochester, Minn.	Newark, New York.
Rochester, N. Y.	Newark, New Jersey.

EXERCISE.

1. Mention the items of these headings, and tell what each item shows: * —

(a.)

New Orleans, March 3, 1880.

(b.)

Kansas City, Mo.,

August 12, 1890.

(c.)

620 Broadway, New York,

February 23, 1890.

* The name of the month and the day of the month make one item, the house number and the name of the street make one item; the P. O. Box number is one item.

(d.)

*P. Q. Box 120, Little Falls,
Herkimer Co., New York,
April 27, 1882.*

2. Mention the abbreviations used in the above headings.
 Tell instead of what word each abbreviation is used.
 What mark is placed after each abbreviation?



LESSON II.

THE CAPITALS AND PUNCTUATION OF THE HEADING.

Preceded by an observation lesson.—See Teacher's Edition.

Development Questions.—1. What is a statement? 2. Read the following group of words:—

This letter was written at New Orleans on March 3 in the year 1879.

3. What do you think about that group of words being a statement? Why? 4. What mark should be used at the close of a statement? Copy the above statement, and use the period correctly. 5. Rewrite the statement, and omit every word that is not a proper name; thus,—

New Orleans March 3 1879.

6. What did you omit between *Orleans* and *March*? Between *3* and *1879*? 7. What mark should be used in a statement instead of omitted words? 8. Use the commas correctly where *on* and *in the year* are omitted; thus,—

New Orleans, March 3, 1879.

9. Why not use a comma instead of the words omitted before *New*?

Marks of punctuation are to be used only after words or groups of words.

10. Read the heading formed from your statement. Mention the items of the heading formed. Tell what mark is used after each item, and why it is used. 11. What words in the heading of a letter should be written with capitals?

1. Change each of the following statements into a heading for a letter, and use the comma and period correctly:—

- (a) This letter was written at Topeka in the State of Kansas on June 12 in the year 1874.
- (b) This letter was written at 20 Bond Street in the city of New York on October 26 in the year 1872.
- (c) This letter was written at Piney Point in St. Mary's County Maryland on April 19 in the year 1866.

2. Read the headings formed, and tell what mark you used at the close of each heading.

3. Tell what words you omitted from each statement, and what mark you used instead of the omitted words.

4. Mention the items of each heading, and tell what each item shows.

5. How should the heading of a letter be punctuated?

II. A comma should be placed after every item of a heading except the last.

A period should be used after the last item of a heading.

EXERCISE 1.—(*Blackboard.*)

- 1. Write, and punctuate correctly, a suitable heading for a letter to be sent from here to-day.
- 2. Copy the following headings, and use the comma and period correctly:—

(a.)

Binghamton New York
September 11 1887

(b.)

Box 1667 Boston
June 7 1890

(c.)

46 Madison Street
Chicago Illinois
January 3 1882

(d.)

Beebe House Manitou
El Paso Co., Colorado
August 3 1887

3. Mention every item of each heading, and tell why you used each capital, comma, and period.
4. Rewrite the above headings, and abbreviate correctly the names of the States and the names of the months.
5. What mark should be used after each abbreviation ?

CAUTION. — *A period used to mark an abbreviation is not a mark of punctuation. If a comma is required after a word written in full, place a comma after the period which marks the abbreviation of that word ; thus,—*

Erie County, New York,

Aug. 26, 1894

Or,

Erie Co., N. Y.,

Aug. 26, 1894.

HOME TASK.

Write a proper heading for a letter to be sent to-morrow from your home.

CAUTIONS.—1. *Do not leave out a necessary item of the heading.*
 2. *Punctuate the heading correctly.*
 3. *Write the heading very plainly.*

EXERCISE 2.—(Oral and Blackboard.)

1. Tell what the heading of a letter shows.
2. Tell of what items a heading may be made up, and how it should be punctuated. Write an example.
3. When may a comma be used after a period? Write an example.
4. Dictate the items, capitals, and punctuation of the heading for a letter,—
 - (a) To be written on New Year's day from the capital of your State;
 - (b) To be written on the 23d of March, 1885, from Omaha, in the State of Nebraska, by a person who would like the answer to be sent to P. O. Box 169.
5. Use these items in a heading:—

(a) Tennessee; Nashville; 130 Cherry Street; 1892;
February 26.
(b) Brown County; January 13; Ohio; 1884; Ripley.
(c) March 4; 1891; New York City; P. O. Box 1140.

LESSON III.

THE POSITION OF THE HEADING.

Preceded by oral instruction and practice, indicated in Teacher's Edition.

1. Where should the heading of a letter be placed?

The heading of a letter should be placed in the upper right-hand corner of the sheet of paper, and should begin about an inch and a half, or four centimeters, from the top of the sheet.

2. How much space may the heading occupy?

The heading may occupy a part of one line, of two lines, or of three lines; thus,—

(a.)

New York, Dec. 10, 1880.

(b.)

*Salt Lake City, Utah,
December 10, 1880.*

(c.)

*P. O. Box 56, Roslyn,
Queens County, N. Y.,
December 10, 1880.*

NOTE. — *If the heading be made up of many items, and the sheet of paper be small, the date may be placed at the close of the letter, in the lower left-hand corner.*

EXERCISE 1.

See Teacher's Edition.

Directions. — 1. Rule a straight line across your slate one inch and a half, or four centimeters, from the top. 2. Under this, rule three more parallel lines one centimeter, or a little less than half an inch, apart. 3. Repeat the lines and spaces at the other end of your slate. 4. Repeat on the other side of your slate. 5. In the exercise which follows, use the top line of each group as the top line on a sheet of letter-paper, and each margin above the lines as the top margin of a letter.

1. Write a proper heading for a letter to be sent from here to-day.
 - A. *If the heading may be placed on one line, it should begin far enough to the left to be written very plainly, and yet allow a small space at the right after the date. See (a) above.*
 - B. *If the heading requires two lines, allow a little more space at the right on the top line, and begin and end the items of the second line farther toward the right than those on the first line. See (b) above.*
 - C. *If the heading requires three lines, allow still more space at the right of the first line, and let the items on the second and third lines begin and end farther to the right than the items on the line next above them. See (c) above.*
2. Use these items in a heading :—

Place, San Francisco ; date, Jan. 5, 1884.

3. Write a heading for a letter to be sent from Lowell, in the State of Massachusetts, on the 11th day of July, in the year 1887.
4. Write a heading for a letter to be written in Hamilton Co., Ohio, on the 16th of February, 1885 ; the answer to be sent to P. O. Box 64, College Hill.
5. Look at the headings written, and tell,—
 - (a) of what items the heading of a letter is made up,
 - (b) how the heading of a letter should be punctuated,
 - (c) where the heading of a letter should be placed,
 - (d) how many lines the heading may occupy,
 - (e) where each line of the heading should begin and end.

 Review Lesson II., Chapter V., page 42.

EXERCISE 2.

1. What is a title ?

A word used with the name of a person as a mark of respect, or to designate his rank, office, or position, is called a *title* ; as, *Captain*, *Doctor*, *Judge*, *Madam*, *Superintendent*.

2. How should a title be written ?

A word that is used as a title of office, or honor, should be commenced with a capital letter ; thus, *Professor*, *General*, *Miss*.

3. Turn to the Appendix to Part I. and learn the meaning of, and how to write,—

Mr.	Dr.	Prof.	P. M.	Mrs.	Capt.
Esq.	M. D.	Jr.	Agt.	Hon.	Messrs.

4. Write each of the above abbreviations, and, after each, the title for which it stands.
5. Use correctly, with the name of a person, each title learned.

CAUTIONS.—(a) *Mr. and Esq. mean the same. Both should not be used in the same address.*

(b) *Dr. and M.D. mean the same. Both should not be used in the same address.*

(c) *Miss is not an abbreviation, and a period should not be placed after it.*



B.—THE ADDRESS OF A LETTER.

LESSON I.

THE ITEMS OF THE ADDRESS.

1. Name all the parts of a letter shown in the diagram on page 140, and tell which part of a letter comes next to the heading.
2. What does the address of a letter show ?

I. The address shows { 1. to whom the letter is written,
 { 2. to what place the letter should be sent.

3. Turn to the letters on pages 141 and 142, and read the address of each.
4. How many, and what, items should the address of a letter contain ?

II. The address of a letter should be made up of four items, viz. :

- (a) The title and name of a person or firm,
- (b) The number of a house and the name of a street,
- (c) The name of a city,
- (d) The name of a State.

Or,

- (a) The title and name of a person or firm,
- (b) The name of a place,
- (c) The name of a county,
- (d) The name of a State.*

Thus :—

*Messrs. Ely and Tyler,
62 and 64 Somerset St.,
St. Paul, Minn.*

Or,

*Mrs. E. W. Emerson,
P. O. Box 33, Lockport,
Niagara Co., N. Y.*

5. What other part of a letter contains the same items which make up the address? Of what use, then, is the address?

* The P. O. Box number may be used instead of the street number in the first list, or added to the items of the last.

HOME TASK.

Make a list of the items which should be used in the address of a letter to be sent to some one at your home.

EXERCISE 1. — (*Blackboard.*)

See Teacher's Edition.

EXERCISE 2.

1. Name the parts of a letter shown in the following; read the items of each part; tell what each item shows:—

(a.)

Lowell, Mass.

Messrs. Ginn and Heath,

13 Tremont Place, Boston.

(b.)

Mobile, Ala., Jan. 2, 1894.

Mrs. Hiram Bennet,

No. 4 Newton St.,

Waltham, Mass.

(c.)

State Normal School,

Farmington, Maine,

July 26, 1892.

D. C. Eastman, M. D.,

Box 6, Gettysburg, Pa.

2. Mention the abbreviations used in the above, and write the titles abbreviated.
3. Tell where each comma and period used in the above is placed, and why it is needed.

LESSON II.

THE CAPITALS AND PUNCTUATION OF THE ADDRESS.

Preceded by an observation lesson. — See Teacher's Edition.

1. What have you learned about the use of capitals in the address of a letter?
- III. Any title, proper name, or abbreviation, used in the address of a letter, should begin with a capital.
- IV. Any common name (as *street*, *county*, *box*, *avenue*), used in the address of a letter, should begin with a capital.
- V. The word *and*, used in the address of a letter, should *not* begin with a capital.
2. What have you learned about the use of the comma and period in the address of a letter?
- VI. A comma should be placed after every item of the address except the last. A period should be placed after the last item.
- VII. If the title be placed after the name, it should be separated from it by a comma; thus,—
A. B. Clark, Esq. E. B. Lewis, M. D.
If the title be used before the name, the comma should not be placed between them; thus,—
Mr. A. B. Clark. Dr. E. B. Lewis.

VIII. When the last word of an address is abbreviated, but one period is used to mark the abbreviation and the close of the address; thus,—

E. S. Erskine, M. D.,

Washington, D. C.

EXERCISE 1.—(*Blackboard.*)

Copy the following neatly and carefully, and tell why each capital, comma, and period is used:—

(a.)

John C. Everett, Esq.,
226 Duluth Ave.,
Milwaukee, Wis.

(b.)

Messrs. Eastman and Colby,
Box 396, Bangor, Me.

(c.)

Hon. F. J. Grimes, M. C.
Fort Wayne Indiana.

EXERCISE 2.

Write correctly, and give a reason for each correction made,—

1.

P O box 32 Trenton N J.

August 23, 1890,

Harper & brothers

Franklin Square.

New York city.

2.

clarksville red river Co.

Texas june 7 1892

Mrs p t ferguson

32 main St

charleston s. c.

3.

Dover, Del, Sept, 20. 1873,

Mr., Hiram Preston Esq.,

Jackson Mich..

EXERCISE 3.—(*Review.*)

1. What does the heading of a letter show ?
2. Of what items is the heading of a letter made up ?
3. How should the heading of a letter be punctuated ?
4. Just where, on a sheet of paper, should the heading of a letter be placed ?

5. Why should the heading of a letter be written very plainly?
6. What items should the address of a letter contain? Why?
7. When written on the envelope, what is the address called?
8. Why should the address be written on the letter as well as on the envelope?
9. What is a title? Mention the proper titles of three persons whom you know, and tell how each of those titles should be abbreviated.
10. Write a suitable heading and address for a letter to be sent from here to-day. Tell where, and why, you used each capital, period, and comma in the heading and address written.

EXERCISE 4.—(*Blackboard.*)

See Teacher's Edition.

LESSON III.

THE POSITION OF THE ADDRESS.

Preceded by an observation lesson.—See Teacher's Edition.

The address of the person to whom the letter is sent is written upon the letter, so that the postmaster, or any person who may find the letter outside of the envelope, may know to whom it belongs. It should be written so plainly that no mistake can be made in regard to a single letter or figure used.

The address may be placed at the beginning or at the close of the letter. It is better to place the address of a business letter at the beginning, next to the heading; thus,—

Raleigh, N. C., Dec. 20, 1890.

Messrs. Franklin and Hall,

53 Market Street, Richmond, Va.

The address of an official letter, or of a letter of friendship, may be placed at the close of the letter, after the subscription, at the left-hand side of the page; thus,—

*Your sincere friend,
Gertrude.*

Miss Ruth Chapman,

Bennington, Vermont.

Or,—

*Your obedient servant,
M. C. Meigs,
Quartermaster General.*

To His Excellency,

*Gov. John A. Andrew,
Boston, Mass.*

1. What is a margin?
2. How many, and what, margins should be allowed on the first page of a letter?

3. How wide should the upper margin be? The left margin?
4. Just where, on a sheet of letter-paper, should the address of a letter begin?
 - (a) *If the items of the heading occupy but one line, the address should begin near the left margin, on the second line below the heading.*
 - (b) *If the items of the heading occupy more than one line, the address should begin near the left margin, on the next line underneath the heading.*
 - (c) *If the letter is an official letter, or a letter of friendship, the address may begin at the left margin on the next line below the signature of the writer.*

EXERCISE 1.

1. Rule your slate like a sheet of letter-paper; allowing an upper margin of one inch and a half, or four centimeters, a left margin of two centimeters, or three quarters of an inch, and a space of half an inch between the lines.
2. Write the heading and address of a letter to be sent:—
 - (a) From here, March 16, 1890, to some one now in school with you. The person will be in New York, at Saratoga, and will be using P. O. Box 92.
 - (b) From St. Augustine in Florida to D. Lothrop & Co. of Boston. Their store is on the corner of Hawley and Franklin Sts. The letter may be dated Aug. 3, 1889.
 - (c) From Lincoln, Nebraska, on Christmas Day, 1887, to your teacher, whose address will remain unchanged.

3. Look over your work and be sure,—
(a) that every letter and figure used can be read,
(b) that no necessary item is omitted,
(c) that capitals and marks of punctuation are correctly used,
(d) that each part begins and ends at the right place.

C.—THE BODY OF THE LETTER.

LESSON I.

THE SALUTATION.

I. The *body* of the letter contains what you say to the person to whom you write.

As you would not enter another's room without rapping at the door, or begin a conversation with him without speaking his name, or in some polite way calling his attention, so you should not begin what you have to say to the person to whom you write without some form of greeting; as,

Sir:— My dear Sir,— Dear Friend,—
Gentlemen:— My dear Mother:—

II. The greeting is called the *salutation*, and is the first thing in the body of the letter; thus,

1.

Exeter, N. H., Oct. 1, 1893.

Messrs. Olin and Collamore,

13 Tremont Place, Boston.

Gentlemen:— We ordered, on the 19th ult., &c.

2.

Rome, Oneida Co., N. Y.
December 23, 1885.

My dear Friend,—

Yours of the 16th inst. was duly received, &c.

Very truly yours,

George J. Brooks.

Dr. Elmer C. Brigham,
Houston, Texas.

CAUTIONS. — 1. *The salutation should never be disrespectful, or even as familiar as a spoken greeting.*
 2. *Do not abbreviate the words of your salutation.*
 3. *Do not be familiar or presumptuous in greeting a person who is older, or more learned, or in higher position than yourself.*

FORMS OF GREETING.

1. To a strange gentleman, or gentlemen,—

Sir:— *My dear Sir:*— *Sirs:*—
Gentlemen:— *Dear Sirs:*—

2. To a strange lady,—

Madam:— *Dear Madam:*— *Miss Curtis:*—

3. To a friend or relative,—

My dear Friend:— *Dear Father:*—
Dear Miss West:— *Dear Cousin Annie:*—

EXERCISE I.

Dictate an appropriate salutation for a letter to,—

1. A business firm.	3. A classmate.
2. Your teacher.	4. A strange lady.
5. A relative to whom you would like to write.	

LESSON II.

THE CAPITALS AND PUNCTUATION OF THE GREETING.

Preceded by an observation lesson. — See Teacher's Edition.

I. What have you learned about the use of capitals in the salutation?

II. The initial of the first word of the salutation should always be a capital; as,

Dear Sir,—

My dear Sir,—

III. Any title (as *Sir*, *Madam*) used in the salutation should begin with a capital letter.

IV. The words *friend*, *father*, *mother*, &c. are used as titles in a salutation, and each should begin with a capital letter; thus,

Dear Friend,—

My dear Cousin,—

V. Point out the commas in the following, and tell why each comma is used:—

Did you write to him, Walter?

My dear Agnes, come here.

Will you, Charles, write to him?

VI. What mark is used after the greeting to the person addressed in a letter?

IV. The salutation or greeting to the person addressed in a letter is separated from what is said to him by a comma and dash ; thus, *Dear Alfred,* —

Or by a colon and dash ; thus, *Gentlemen* : —

EXERCISE 1.—(*Blackboard.*)

Write an appropriate salutation for a letter to,—

1. A little boy.
3. An old gentleman whom you know.
3. A strange lady.
4. A dear friend or relative.
5. A business firm.

EXERCISE 2.—(*Oral.*)

1. Of what use is the heading of a letter ? The address ?
The salutation ?
2. How many, and what, items should the heading contain ?
The address ?
3. Tell what a margin is, and how wide the upper and left margins of a letter should be.
4. Where should the heading of a letter begin ? The address ?
5. What does the body of a letter contain ? What is the first thing to be written in the body of a letter ?
6. What mark should be placed at the close of the address ?
Of the salutation ? Of the heading ?
7. What words in the salutation should begin with capitals ?
8. What is a paragraph ?
9. What is a *paragraph margin* ? How wide should the paragraph margin of a letter be ?

10. Look at the letters on pages 141 and 142, and tell me where the first paragraph of each begins.

 Review Lesson II., page 143.



LESSON III.

THE POSITION OF THE SALUTATION.

The first word of the salutation is the beginning of the first paragraph of the letter.

The first letter of the salutation fixes the width of the paragraph margin.

I. The salutation should be written on the line next below the address (or next below the heading if the address be placed at the close); thus,

(a.)

Landon, Eng., July 4, 1890.

Messrs. Hubbard and Smith,

226 Broadway, New York.

Gentlemen: — Your favor, &c.

(b.)

*Box 492, Colorado Springs,
Colorado, Dec. 26, 1885.*

Esteemed Friend, —

We were, &c.

EXERCISE 1.

Think of a letter that you could write, and draw on your slate a diagram that will show,—

1. Where the heading of the letter should be placed, and how many lines you would use in writing it.
2. Where the address should begin, and how many lines it would require.
3. The width of the paragraph margin.
4. Where the salutation would begin and end.
5. Where each paragraph on the first page would begin.

Describe the diagram so that some one can make a copy of it on the blackboard.

EXERCISE 2.

Turn to the Appendix to Part I., page 186, and learn the meaning of, and how to write,—

rec'd	Rev.	B. A.	LL. D.	Ft.
R. R.	Pres.	Prof.	Gov.	Gen.
U. S. A.	D. D.	P. S.	Lieut.	Capt.

EXERCISE 3.

Write the heading, address, and salutation of a letter to be sent,—

1. From your home to-day, to Messrs. John Wilson & Son, at Cambridge, Mass.
2. On the 3d prox., by them, in reply to your letter.
3. From your present residence, at any date, to a physician whose name is John W. Lee, and whose office is at 650 Broadway, New York City.

4. From Des Moines, Iowa, to Mrs. F. H. Adams. Date, Jan. 8, 1890. Her residence, Louisville, Ky. She uses P. O. Box 137.
5. To a minister living at Columbia, S. C., from a person living at 119 Plum St., in Vicksburg, Miss. Give any date.

EXERCISE 4.

Write correctly, and give a reason for each correction made,—

1.

coates house kansas city
mo. february 14 1896

miss may howbert.

4 park street
Colorado Springs Col,
my Dear friend. Your very interesting letter, &c.

2.

Smalltown, April 1884,

Gentlemen :—

Please send us by return mail, &c.



LESSON IV.

MORE ABOUT THE BODY OF THE LETTER.

Preceded by an observation lesson. — See Teacher's Edition.

1. What more have you learned about the body of a letter?
(a) What follows the salutation should always begin with a capital; thus:—

(x.)

Messrs. Candee and Rounds,

45 Union Square, New York.

Gentlemen:—Yours of the 30th ult., &c.

(y.)

Miss E. Willard, Albion.

My dear Madam,—

When your letter came, &c.

(z.)

Liverpool, England,

March, 7, 1890.

Dear Friend,—

We received the glad tidings, &c.

- (b) If the address occupies two or more lines, what follows the salutation should always begin on the same line with it; as (x) above.
- (c) If the address was written on one line, what follows the salutation should begin on the next line below; as (y) above.
- (d) If the address be placed at the close of the letter, the salutation should begin on the line next below the heading, and what follows the salutation should begin on the line next below that; as (z) above.

2. Write the heading, address, salutation, and first line of a letter, to illustrate *b*, *c*, and *d*.
3. What have you learned about the paragraphs of a letter?
 - (e) A new paragraph should be made whenever one begins to write about a new subject. The first word of each paragraph should begin just as far from the left margin as the first word of the paragraph above.
4. In replying to a letter, what is the first thing to be stated?
 - (f) The person to whom one writes would like to know at the outset if his letter has been received. In acknowledging the receipt of a business letter, give the date of it; as, "Yours of the 16th inst," &c.; or, "Your letter bearing date Aug. 10th was duly received."
5. What cautions should be observed in writing the body of a letter?
 1. *Write very plainly.*
 2. *Do not crowd words; if there is not room for a word at the end of a line, divide it between two syllables, and place a hyphen at the end of the line to show that the word is not finished.* (See diagram, page 140.)
 3. *Do not use & for and in the body of a letter.*
 4. *Except in writing dates and sums of money, do not use figures in the body of a letter;* — "I am ten years old," not "I am 10 years old"; "We read seven pages," not "We read 7 pages."
 5. *After the salutation is written, do not begin at once to talk about yourself; thus, "I take my pen," &c., or "I received your letter."* (See *d*, above.)

6. *The words friend, doctor, senator, &c., when used in the body of a letter, and not as titles, need not begin with capitals; as, "Your friend has not forgotten you"; "We shall call a doctor if he is no better"; "The senator is an older man."*

 Thorough Review, with Practice.

See Teacher's Edition.

D.—THE SUBSCRIPTION.

LESSON I.

1. What does the word *subscribe* mean ?
2. What part of a letter is called the subscription ?

I. What is written under the body of the letter is called the *subscription*.

3. Turn to the letter on page 141, and read the subscription of it.

II. The subscription of a letter is made up of the closing words of respect or affection, and the signature of the writer ; thus, —

1.

Your affectionate son,

Jesse L. Hepworth.

2.

I remain, with highest esteem,
Your obedient servant,
Lloyd H. Williamson.

3.

Believe me, as ever,
Your sincere friend,
Jessie Newman.

4.

I am, Sir,
With great respect,
Mrs.* A. B. Hinkle.

5.

Respectfully yours,
A. C. Richardson, M. D.

* In writing to a stranger, a lady who uses the initials of her Christian name should use her title with her signature.

6.

Yours very respectfully,

Miss E. T. Emerson.*

7.

Very truly yours,

Carleton Foss.

8.

Hoping for an early reply,

I am, sincerely, your friend,

Fanny Ellison.

CAUTIONS. — 1. *The closing words should not be more familiar than the salutation. They should always be respectful, and should be written with great care.*

2. *The signature should be written very plainly,— so plainly that any letter of it taken by itself could be read easily and with certainty.*

3. *Unless the address to which an answer may be sent is given in the heading of the letter, it should be placed after the name of the writer; thus:—*

* See Note, page 173.

Hotel Cluny, Boston,
June 6, 1889.

Prof. Maria Mitchell,
Poughkeepsie, N. Y.

Dear Madam,—

Your letter in regard to, &c.....

With great respect, very truly yours,
Mrs. E. C. Wells,
North Conway, N. H.

EXERCISE 1.

Dictate a suitable form of salutation and subscription for a letter to be sent to,—

1. A friend or relative.
2. A business firm.
3. A strange lady.
4. A strange gentleman.
5. Your teacher.

EXERCISE 2.

Copy the forms of subscription given in Lesson I., and use each capital, comma, and period correctly.

EXERCISE 3.

See Teacher's Edition.

LESSON II.

THE CAPITALS AND PUNCTUATION OF THE SUBSCRIPTION.

Preceded by an observation lesson.—See Teacher's Edition.

1. What have you learned about the use of capitals in the subscription of a letter?

- I. The first word of the subscription should begin with a capital letter.
- II. The first word of any part of the subscription that is placed on a separate line should begin with a capital letter.
- III. The words *Sir*, *Madam*, &c., are used as titles in the subscription of a letter, and should be written with capitals.

CAUTION. — *When the words son, friend, mother, &c., refer to the writer, they are not titles, and need not be written with capitals in the subscription of a letter.*

2. What have you learned about the use of the comma and period in the subscription of a letter?

- IV. The closing words of respect should be separated from the signature by a comma.

- V. A period should be placed after the signature.

- VI. *Sir*, *Madam*, or any word or words used to name the party addressed, should be separated from the subscription by a comma or commas.

- VII. Such expressions as “I am,” “I remain,” “Believe me,” “As ever,” and the like, should be cut off by a comma or commas.

EXERCISE 1.

1. Read the forms of subscription given in Lesson I., and tell why each capital, comma, and period is used.
2. Write correctly, and give a reason for each correction made, —

(a) I am dear sir
 truly yours
 Geo T Sargent

(b) sincerely your Friend
 Edith Sumner,

(c) Believe me as ever
 very cordially Yours
 Albert Edison.

EXERCISE 2.

See Teacher's Edition.

1. Write a letter.
2. Look at your letter, and describe, —

(a) the upper margin,	(e) the heading,
(b) the left margin,	(f) the address,
(c) the paragraph margin,	(g) the body,
(d) the paragraphs,	(h) the subscription.
3. Mention all omissions and all errors, —

(a) in spelling,
(b) in the use of capitals,
(c) in the use of marks of punctuation,
(d) in the items and position of each part of the letter,
(e) in the division of words or paragraphs.
4. Rewrite the letter, correcting all mistakes.

5. Tell how you would fold a letter to enclose it in an envelope.

 A thorough Review, with repeated application and practice.

E.—THE SUPERSCRIPTION.

LESSON I.

THE ITEMS, CAPITALS, AND PUNCTUATION OF THE SUPERSCRIPTION.

Preceded by a review of Lesson I., page 154, and Lesson II., page 157.

1. What does the word *superscribe* mean ?
2. What part of a letter is called the superscription ?
3. Of what items is the superscription of a letter made up ?
4. What other part of the letter contains the same items ?
5. Where is the address of a letter placed ? Of what use is it ?
6. Where is the superscription written ?
7. Of what use is the superscription ? How should it be written ?
 - (a) *Every item of the superscription should be written in a plain, bold hand.*
 - (b) *The items should be so separated and arranged on the envelope that the P. M. can read them quickly and with certainty.*
 - (c) *Too many abbreviations should not be used. The abbreviations of the names of the States should be written with great care.*

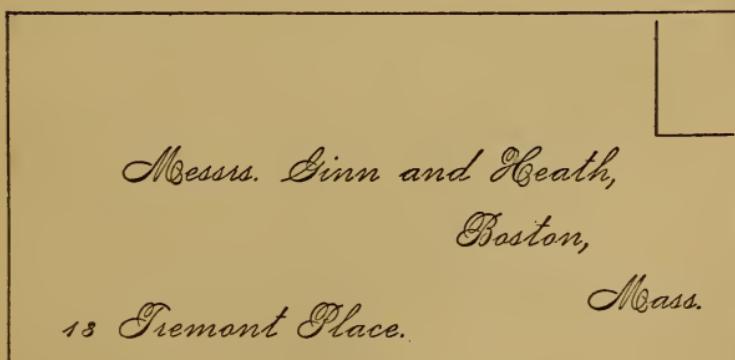
8. Tell how the superscription of a letter should be punctuated.
9. What beside the superscription should be placed on the envelope of a letter that is to go by mail?
10. Where, on the envelope, should the stamp be placed?
Why? *

EXERCISE 1.

Read the following superscriptions, and tell,—

- (a) of what items each is made up;
- (b) why each period and comma is used;
- (c) why there is no period after *Miss* (at 2);
- (d) why there is a comma between the name and title (at 3), and none between the title and name (at 1);
- (e) where the postage stamp should be placed:—

1.



Messrs. Ginn and Heath,

Boston,

13 Tremont Place.

Mass.

* When you write a letter about matters of more importance to you than to the person to whom you write, if you wish an answer, enclose a stamp.

2.

Miss Emma Hutchins,
Cincinnati,
Ohio.
Box 372.

3.

John Harman, Esq.,
Brockport,
Monroe Co.,
N. Y.

4.

Mrs. H. C. Hildreth,
Rome,
Oneida Co. New York.

EXERCISE 2.

1. Draw the picture of an envelope, and show in the picture where the stamp should be placed.
2. Write neatly, in its proper place on the envelope, the superscription of a letter.
3. Punctuate the superscription correctly.
4. Mention the necessary items of a superscription.
5. Tell how the superscription of a letter should be punctuated.

EXERCISE 3. — (*Blackboard.*)

See Teacher's Edition.

LESSON II.**THE POSITION OF THE SUPERSCRIPTION.**

1. How many lines does the superscription of a letter usually require?
2. What should be placed in the first line of the superscription?

The name and titles should be in the first line ; thus,

Mrs. E. B. Atwood, M. D.

3. Just where, on the envelope, should the first line be placed?

The first line of the superscription should be about in the center of the envelope,—never above the center.

The space before the beginning of the line, and the space after the end of the line, should be equal.

4. Where should the other items be placed?

The other items should be placed, one in each line, under the items of the first line. Each line should begin a little farther to the right than the item in the line above it; thus:—*

Mrs. E. B. Atwood, M.D.,
Richmond,
Va.

Or, two of the items may be thus written, and the county, street, or P. O. Box No. may be placed in the lower left-hand corner; thus:—

Mrs. E. B. Atwood, M.D.,
Richmond,
Va.
Box 204.

* The slant at the right of the lines may be very irregular. This cannot be avoided, and the eye is not troubled by it, if the lines begin uniformly.

EXERCISE 1.

1. Draw on your slate a figure to represent the back of an envelope.
2. Show by lines where the stamp belongs.
3. Rule four lines to show where you would place the four items of a superscription.
4. Use the marks of punctuation after the lines that you would use after the items.
5. Describe the position of the line that is drawn where the first item should be placed.
6. Tell where each of the other lines begins.
7. Draw a straight line to touch the left end of each of the four horizontal lines.
8. What kind of a line is this?
9. Write the superscription of a letter that is to be mailed to,—
 - (a) A lawyer in Philadelphia, whose name is L. C. Hazen, and whose office is at 634 Girard Ave.
 - (b) A young lady named Florence Hughes, who lives in New Orleans, at No. 8 Walnut St.
 - (c) To a physician in San Antonio, Texas, whose P. O. Box is 380, and whose name is E. B. Downing.
 - (d) To W. C. Blanchard, a member of Congress from Ohio, who is at his home in Stark County. His P. O. is at Canton.
 - (e) To some person whose address you know.

 A thorough Review, with varied and persistent practice and criticism.

APPENDIX TO PART I.

A. — ABBREVIATIONS.

Brief means *short*; *to abbreviate* is *to shorten*. We abbreviate words,—

- (a) By leaving out a letter or letters; thus, *ne'er* for *never*, *h'dk'fs* for *handkerchiefs*.
- (b) By cutting off a letter or letters; thus, *Jun.* for *June* or *Junior*.
- (c) By using an initial letter instead of a word; thus, *P. O.* for *Post-Office*.

The shorter form of a word is called an *abbreviation*.

1. Look at the following, and tell what mark is used with each to show that it is an abbreviation:—

e'en	D.	St.	l. c.	tho'
------	----	-----	-------	------

CAUTION. — *A period used after an abbreviation is not a mark of punctuation. A comma, or any mark of punctuation (except the period) which would have been used after the word written in full, may be placed after the period of the abbreviation; thus,—*

Clarksville, Red River Co., Tex.	Mrs. B. A. Ellis, 1142 Girard Ave., Phila., Penn.
--	---

2. In the following, learn to spell and write the full form of each word; then, learn to write the abbreviation used for that word:—

NAMES OF THE DAYS.

Sun.	Sunday.
Mon.	Monday.
Tues.	Tuesday.
Wed.	Wednesday.
Thurs.	Thursday.
Fri.	Friday.
Sat.	Saturday.

NAMES OF THE MONTHS.

Jan.	January.
Feb.	February.
Mar.	March.
Apr.	April.
—	May.
Jun.	June.
Jul.	July.
Aug.	August.
Sept.	September.
Oct.	October.
Nov.	November.
Dec.	December.

POINTS OF THE COMPASS.

E.	East.
W.	West.
N.	North.
S.	South.

NAMES OF THE STATES AND TERRITORIES.

Ala.	Alabama.
A. Ter.	Arizona Territory.
Ark.	Arkansas.
Cal.	California.
Col.	Colorado.
Conn.	Connecticut.
D. C.	District of Columbia.
Del.	Delaware.
D. Ter.	Dakota Territory.
Fla.	Florida.
Ga.	Georgia.
Ill.	Illinois.
Ind.	Indiana.
Ind. Tex.	Indian Territory.
I. Ter.	Idaho Territory.
Ia.	Iowa.
Kan.	Kansas.
Ky.	Kentucky.
La.	Louisiana.
Mass.	Massachusetts.
Me.	Maine.
Md.	Maryland.
Mich.	Michigan.
Minn.	Minnesota.
Miss.	Mississippi.
Mo.	Missouri.
M. Ter.	Montana Territory.
N. C.	North Carolina.
Neb.	Nebraska.
Nev.	Nevada.
N. H.	New Hampshire.
N. J.	New Jersey.

N. M.,	New Mexico.	Tex.,	Texas.
N. Y.,	New York.	U. Ter.,	Utah Territory.
O.,	Ohio.	Va.,	Virginia.
Or.,	Oregon.	Vt.,	Vermont.
Fenn.,	Pennsylvania.	Wis.,	Wisconsin.
R. I.,	Rhode Island.	Wg. Ter.,	Wyoming Territory.
S. C.,	South Carolina.	W. T.,	Washington Territory.
Tenn.,	Tennessee.	W. Va.,	West Virginia.

ABBREVIATIONS IN COMMON USE.

A. B.,	Bachelor of Arts.	Ex.,	Example, Exception.
Acct., or <i>a/c.</i> ,	Account.	Fahr,	Fahrenbeit.
A. D.,	Anno Domini, in the year of our Lord.	Ft.,	Fort, foot, feet.
Agt.,	Agent.	Gen.,	General, Genesis.
Am., or Amer.,	American.	Gent.,	Gentleman.
A., or Ans.,	Answer.	H'dk'fs,	Handkerchiefs.
Ave.,	Avenue.	Hon.,	Honorable.
B. A.,	British America.	I. e., or Id est,	that is.
bbl.,	barrel or barrels.	Ins.,	Insurance.
B. C.,	Before Christ.	Inst.,	Instant, the present month.
Bro.,	Brother.	J. P.,	Justice of the Peace.
Capt.,	Captain.	Jr., or Jun.,	Junior.
Ch., or Chap.,	Chapter.	Leg.,	Legislature.
Co.,	County or Company.	Lt., or Lieut.,	Lieutenant.
C. O. D.,	Collect on Delivery.	L. I.,	Long Island.
Col.,	Colonel.	M.,	Noonday, or One Thousand.
Coll.,	College.	M. C.,	Member of Congress.
Com.,	Committee, Commodore.	M. D.,	Doctor of Medicine.
Dem.,	Democrat, Democratic.	Mem.,	Memorandum, or Memo- randa, remember.
Do.,	Ditto, the same.	Messrs.,	Gentlemen.
Doz.,	Dozen.	Mr.,	Mister.
Dr.,	Doctor, Debtor.	Mrs.,	Mistress.
Ed.,	Editor, Edition.	mo.,	month.
E. g.,	Example given.	Mt.,	Mountain.
Esq.,	Esquire.	Ms.,	Manuscript.
Etc.,	et cetera, and so forth.	Mss.,	Manuscripts.

N. B. , Nota bene, note well.	Rev. , Reverend.
N. E. , New England.	S. A. , South America.
No. , Number.	Sen. , Senior, Senator, Senate.
oz. , ounces.	S. S. , Sunday School.
Photo. , Photograph.	Supt. , Superintendent.
P. M. , Postmaster.	Treas. , Treasurer.
P. M. , Post Meridian, in the afternoon.	Ult. , Ultimo, the past month.
P. O. , Post-Office.	Univ. , University.
pp. , pages.	U. S. A. , United States of America, United States Army.
Prox. , Proximo, the coming month.	U. S. N. , United States Navy.
Prof. , Professor.	Viz. , Namely.
Prin. , Principal	Vol. , Volume.
P. S. , Postscript, written after.	Vs. , Versus, against.
Q. , Question.	V. P. , Vice-President.
Qy. , Query.	wk. , week.
R. R. , Railroad.	X. , Christ.
R. , or Riv. , River.	Xmas. , Christmas.
Rec'd. , Received.	Xn. , Christian.
Rec'pt. , Receipt.	Yrs. , Yours.
Rep. , Representative, Republic, Republican.	Y. M. C. A. , Young Men's Christian Association.

B.—A KEY TO THE DICTIONARY.

Marks used to denote the sounds of letters are called *di-a-crit-i-cal* marks.

The diacritical marks of the vowels are,—

— the mācron,	^ the circumflex accent,
˘ the brēve,	~ the waving accent,
˙ the dī-aer-e-sis,	. the dot.

I. THE MACRON (—) is used to mark the regular long sound of the vowel; thus,—

ā as in āle,	ō as in ōwe,
ē as in ēve,	ū as in ūse,
ī as in īce,	ŷ as in mŷ.

II. THE BREVE (˘) is used to mark the regular short sound of the vowel ; thus, —

ă as in ăt,	ǒ as in fǒx,
ě as in mět,	ǔ as in ǔp,
í as in pít,	ŷ as in mŷth.

III. THE DI-ÆR-E-SIS (‥) is used, —

1. To mark the Italian sound of the vowel ; thus, —

ä as in äh, ärm, guärd, hurräh ;
í as in machine, police, suïte.

2. To mark the broad sound of the vowel ; thus, —

ą as in ąwe, tąlk, swąrm ;
օ as in doօ, moօve, rօute ;
ុ as in rុde, trុue, sុre.

IV. THE CIRCUMFLEX ACCENT (^) and THE WAVING ACCENT (˘) are used to mark the occasional sounds of the vowels ; thus, —

â as in câre, hâre, pârent ;
ê as in thêre, nê'er, whêre ;
ô as in fôr, hôrse, stôrm ;
ុ as in spûr, hûrt, bûrn ;
ẽ as in tẽrm, mẽrcy, fẽrn ;
ĩ as in fĩrm, thĩrsty, mĩrth ;
ŷ as in mŷrrh, mŷrtle.

V. THE DOT (·) is used to mark the remaining sounds of the single vowels ; thus,—

á as in ásk, lást, commánd ;
 á as in what, was, halibut ;
 ó as in dóne, wón, covet ;
 ó as in wolf, wóman, shóuld ;
 ú as in push, pull, put, sugar.

NOTES.—1. The macron (—) is sometimes used to show that *e* has the sound of á ; thus, é as in eight, neigh, sleigh.

2. The macron (—) is also used to show that *oo* has the sound of o ; thus, rōōm, mōōn, rōōt, hōōf.
3. The breve (˘) is sometimes used to show that *oo* has the sound of o ; thus, wōōd, fōōt, gōōd, bōōk.

EXERCISE.

Pronounce the following words correctly, and give the sound of the vowel marked in each :—

gāte,	bēaver,	advertisē,	
squā-lor,	lēisure,	heigh-ho,	
to-mā-to,	pē-o-ny,	bron-chī-tis,	
gāuge,	ē-qua-ble,	as-pī-rant.	
whōle,	sūe,	eȳe,	bāde,
re-vōlt,	dūty,	allȳ,	tăs-sel,
dē-pōt,	tūne,	pa-pȳ-rus,	ěn-gine,
pi-an-ō,	sūit,	de-cry,	guěss.
őffer,	buīld,	heärth,	laurel,
cōffee,	s̄ieve,	prettȳ,	prove,
jǔst,	p̄-ǎn-o,	abȳss,	ruin,
rūt,	s̄irup,	āunt,	scârce.

C.—WORDS TO SPELL AND USE CORRECTLY.

Air,	the atmosphere.	Birth,	coming into life.
Ere,	before.	Berth,	a sleeping-place.
E'er,	ever.	Blew,	did blow.
Heir,	one who inherits.	Blue,	a color.
Ayr,	a town in Scotland.	Bough,	a branch of a tree.
All,	every one, the whole.	Bow,	to bend, a part of a boat.
Awl,	a tool.	Bred,	brought up.
An,	one.	Bread,	an article of food.
Ann,	a girl's name.	By.	near, beside.
Ant,	an insect.	Buy,	to purchase.
Aunt,	a relative.	Cereal,	corn or grain.
Ate,	did eat.	Serial,	in a series.
Eight,	twice four.	Ceiling,	a part of a room.
Aught,	anything.	Sealing,	as with wax.
Ought,	what one should do.	Chord,	a musical string or note.
Bad,	wicked, worthless.	Cord,	a rope or string.
Bade,	did bid.	Cite,	to summon, to quote.
Ball,	a sphere.	Site,	situation.
Bawl,	to cry out or shout.	Sight,	something seen.
Base,	the lowest part, mean.	Cole,	cabbage.
Bass,	a deep sound in music.	Coal,	a mineral.
Beech,	a kind of tree.	Coarse,	not fine.
Beach,	a shore.	Corse,	a dead body.
Beet,	a vegetable.	Course,	track, progress.
Beat,	to strike repeatedly.	Creek,	a running stream.
Bow,	a knot, a weapon.	Creak,	a grating or straining noise.
Beau,	an admirer, a fop.	Cue,	a hint to speak or act.
Berry,	a small fruit.	Queue,	the hair plaited behind.
Bury,	to hide, to inter.		

Dew,	condensed moisture.	Herd,	a number of cattle.
Due,	what is owing.	Heard,	did hear.
Draft,	an order for money.	Hew,	to cut.
Draught,	a drink.	Hue,	a color.
Dying,	expiring.	Idle,	lazy, out of work.
Dyeing,	coloring.	Idol,	a heathen god.
Fane,	a temple,	Isle,	an island.
Fain,	desirous.	Aisle,	a part of a church.
Feign,	to pretend.	I'll,	I will.
Gage,	a kind of fruit.	Led,	did lead.
Gauge,	the measure.	Lead,	a metal.
Gate,	an entrance.	Main,	chief, principal.
Gait,	manner of walking.	Mane,	a part of a horse.
Gilt,	an imitation of gold.	Meet,	come together.
Guilt,	wickedness.	Meat,	flesh.
Grate,	for holding fire.	Mete,	to measure.
Great,	very large.	Pare,	to cut off.
Grater,	a utensil.	Pair,	a couple.
Greater,	more great.	Pear,	a fruit.
Hale,	strong, healthy.	Pause,	to stop.
Hail,	frozen rain.	Paws,	feet of a beast.
Hare,	an animal.	Peace,	quiet, rest.
Hair,	covering of the head.	Piece,	a portion.
Hall,	a part of a building.	Peel,	rind or skin.
Haul,	to drag.	Peal,	a ring of bells.
Hart,	a kind of deer.	Pole,	a long staff.
Heart,	a part of an animal.	Poll,	the head; to take votes at an election.
Heal,	to cure.	Pray,	to offer prayer.
Heel,	a part of the foot.	Prey,	to plunder, to feed upon.
Here,	in this place.		
Hear,	to hearken.		

Quire , twenty-four sheets of paper.	Seas , more than one sea.
Choir , a body of singers.	Sees , beholds.
Rain , water from the clouds.	Seize , to take by force.
Reign , to rule.	So , in this way.
Rein , a part of a bridle.	Sow , to scatter seed.
Rap , to strike quickly.	Sew , to use a needle.
Wrap , to roll up, or enfold.	Stake , a pointed stick.
Rite , a religious ceremony.	Steak , a slice of meat.
Right , correct, just.	Strait , narrow.
Write , to record by letters.	Straight , not crooked.
Wright , a proper name, also a workman; as, a wheel- wright.	There , in that place.
Sail , a part of a ship.	Their , belonging to them.
Sale , selling.	Vain , false, useless.
	Vane , a weathercock.
	Vein , a part of the body.

PART II. of the Elementary Lessons in English,

"How to tell the Parts of Speech," is *An Introduction to "The Essentials of English Grammar."* The pupil no longer studies words with reference merely to their meaning, pronunciation, spelling, written form, and use to express ideas, but as elements of sentences,—as *parts* of speech,—and considers each with reference to its use in the sentence. The technical terms of grammar are employed, and the more obvious rules of syntax are taught.

The Plan is inductive. The lessons are arranged in the order of their logical dependence ; they proceed from the known to the unknown, from the simple to the more difficult, from the particular to the general. But one difficulty is presented at a time. The way to the new difficulty is cleared, either by observation of the facts of the language, or by a review of something previously taught. When the new ideas are clearly apprehended, and can be clearly stated, a concise, but accurate and comprehensive, definition is formed, and the new term is given. The lesson so mastered is followed by a variety of oral and written exercises, to secure thoroughness, and to broaden the application of what has been taught. Knowledge already acquired is kept fresh and available by means of frequent review and test exercises.

The Subject-matter is chosen with reference, first, to the actual, every-day needs of men and women who are to use the English tongue ; second, to the needs of those who will take a broader range, and supplement this practical knowledge by the study of the science and literature of the language. These two interests are blended in every lesson, and are kept in view throughout the course. All non-essentials of English grammar—matters of disputed usage, formidable tables of inflections and conjugations, and all rules which "darken counsel by words without knowledge"—are ignored. The sentence is made the starting-point of study and investigation. The pupils review *statements*, *inquiries*, *commands*, and *exclamations*; say that each expresses a thought, and is therefore a sentence ; tell for what each sentence is used, and receive and define the terms *declarative*, *interrogative*, *imperative*, and *exclamative*. They review what they know of the "*two parts of a statement*," and receive, use, and define the terms *subject* and *predicate*. They review names of persons, places, things, parts of things,

and materials of which things are made ; add names of things which we hear, feel, think of,—names of actions, qualities, and multitudes,—and use and define the term *Noun*. They have an observation lesson on words used in the extent of their application (as *books*) and words which limit application (as *blue, these, sir*), to prepare for the study of the adjective. And so, each lesson linked to something learned before, each lesson the foundation of something to come after, each lesson containing something of interest and something of use,—pupils may complete the usual course of grammatical work without once suspecting that “Grammar is a hard, uninteresting, and useless study.” The vocabulary lessons and exercises for practice in oral and written composition are novel and valuable. Other rules for spelling, for the use of capitals, marks of punctuation, and marks used by proof-readers, are added as occasion requires. A *résumé* of these, a table of synonyms, a table giving the sounds and diacritical marks of the consonants, and an additional list of abbreviations, make up the Appendix to Part II.

The Method of the book rests not upon theory, or experiment merely, but upon successful practice. Since the object of language study should be to promote mental growth and discipline, and to form correct habits of thought and study, as well as to build up a knowledge of the forms and usages of the language, the method of language-study should be the natural or scientific one long ago successfully employed in the study of other subjects. The pupil should deal with words and sentences as with birds or flowers ; learn their forms, uses, resemblances, and differences, and, when he has a sufficient acquaintance with them, classify them and deduce their laws. But to do this he must be guided deftly and certainly by the hand of the teacher.

The Teacher's Edition supplies material for Oral Instruction, blackboard work, and Dictation Exercises. It contains a discussion of the Pestalozzian Principles and their application to the teaching of language, of the laws of questioning, and of the skilful use of illustration. There is no book published in this country which is so clear, direct, and complete a manual for the use of teachers.

The Teacher's Edition is furnished, without charge, to teachers of classes using the Elementary Lessons in English.

ENGLISH GRAMMAR.

Elementary Lessons in the English Language, for Home and School use, by W. D. WHITNEY of Yale College, and Mrs. N. L. KNOX, Graduate of the Oswego Normal School, late teacher of Methods in the Brockport Normal School, and a very successful primary teacher.

This book is in two parts. Part I. contains no technical Grammar. It is designed to give children such a knowledge of the English Language as will enable them to speak, write, and use it with accuracy and force. It is made up of exercises to increase and improve the vocabulary, lessons in enunciation, pronunciation, spelling, sentence-making, punctuation, the use of capitals, abbreviations, drill in writing number and gender forms, and the possessive form, letter-writing, and such other matters pertaining to the art of the language as may be taught simply, clearly, and profitably. Many and varied oral and written exercises supplement every lesson. Part II. is an introduction to "The Essentials of English Grammar."

The Teacher's Edition, prepared by Mrs. N. L. KNOX, contains, beside the text, plans for developing the lessons in the book; matter for oral lessons and methods of giving them, impromptu test-exercises, dictation lessons, plans for conducting reviews, and other valuable aids to the easy, attractive, and successful teaching of Language.

The Essentials of English Grammar, for the use of Schools, by Prof. W. D. WHITNEY of Yale College.

This is an *English Grammar* of the English Language, prepared by the best philologist in this country, and has already been re-published in England. It is clear, practical, and complete. It proceeds from facts to principles, and from these to classifications and definitions. Mechanical forms, unnecessary classifications, and abstract definitions are avoided.

The exercises, selected from the best English writers, leave none of the usual and regular forms of English structure untouched.

The plan of analysis is simple. The ordinary method of Gender in Nouns is displaced by one truer and far simpler. The sharp distinction of verb-phrases or compound forms from the real verb-forms is original and scholarly.

The facts of English Grammar are presented in such a way as to lay the best foundation for the further and higher study of Language in all its departments. This book is accompanied by

A Manual for the use of Teachers, prepared by Mrs. N. L. KNOX. The Manual is designed to supply methods of developing and emphasizing the lessons of the text, to furnish material for every-day application and practice, questions and tests for review, and tabular views and outlines (for the blackboard) to guide the pupils in study, recitation, and review.

Gilmore's Outlines of the Art of Expression: A Treatise on English Composition and Rhetoric, designed especially for Academies, High Schools, and the Freshman Class in Colleges.

This book is admirably fitted to help students in English who are preparing for admission to college; or to give them, after they have entered college, such preliminary training as will enable them to profit by higher and more systematic instruction in Rhetoric and Linguistic Science.

A good book for reviewing English Grammar in the High School, and for studying Grammar from a historical standpoint.

A Full Descriptive Catalogue mailed on application.

GINN & HEATH, Publishers, Boston, New York, and Chicago.

GUIDES FOR SCIENCE-TEACHING.

Designed to supplement Lectures given to Teachers of the
Public Schools of Boston.

BY THE BOSTON SOCIETY OF NATURAL HISTORY.

They are intended for the use of Teachers who desire to practically instruct classes in Natural History. Besides simple illustrations and instructions as to the modes of presentation and study, there are, in each pamphlet, hints which will be found useful in preserving, preparing, collecting, and purchasing specimens.

No. I. *About Pebbles.* By Alpheus Hyatt, Custodian of the Boston Society of Natural History, and Professor of Zoölogy and Paleontology in the Massachusetts Institute of Technology. This pamphlet is an illustration of the way in which a common object may be used profitably in teaching. This was the opening lecture of the course, and the one which gave rise to these little books.

No. II. *Concerning a Few Common Plants.* By George L. Goodale, Professor of Botany in Harvard University. This is complete in two parts (which are bound together), and gives an account of the organs or "helpful parts" of plants, and how these can be cultivated and used in the schoolroom for the mental training of children.

No. III. *Commercial and other Sponges.* By Prof. Alpheus Hyatt. This gives an account of the sponges in common use, and of their structure, &c. Illustrated by 7 plates.

No. IV. *A First Lesson in Natural History.* By Mrs. Elizabeth Agassiz. Illustrated by 40 woodcuts and 4 plates. With admirable clearness and brevity, it gives in narrative form for young children a general history of Hydroids, Corals, and Echinoderms.

No. V. *Corals and Echinoderms.* By Prof. Alpheus Hyatt. Illustrated by 12 plates. Intended to supply such information as teachers cannot get from other sources.

No. VI. *Mollusca.* Oyster, Clam, and Snail.

No. VII. *Worms and Crustacea.* Earthworm, Lobster, Common Crab.

No. VIII. *Insects.* Grasshopper.

No. IX. *Fishes.* Yellow Perch.

No. X. *Frogs.* Common Frog and Toad.

No. XI. *Reptiles.* Alligators and Tortoises.

No. XII. *Birds.*

No. XIII. *Mammals.* Common Rat.

LIBRARY OF CONGRESS



0 003 217 968 A